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ABSTRACT

The guide, developed to assist administrators and teachers involved in starting and administering public service career education programs, suggests guidelines for utilizing the six curriculum guides contained in the Public Service Occupations Curriculum Project. An introductory chapter discusses public service careers, the career education concept, program goals and objectives, program validity, and generalized implementation. The first chapter deals with planning in terms of program development and staffing. Chapter 2 outlines program organization, including program coordination, student recruitment, support services, and program evaluation. The third chapter, on curriculum, describes the methods of integrating the public service course into the existing school program and details the implementation process. Goals and objectives, planning, implementation, and student selection for work experience progams are discussed in chapter 4. Planning and implementing for involvement of community resources and the use of a public service advisory committee is the subject of chapter 5. The development and implementation of an articulation component and a compilation of information needed by the teacher is described in detail in the final chapter. The guide also includes a three-page bibliography. (Author/MS)

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# Administering Public Service Occupations

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# Administering Public Service Occupations

## An Implementation Guide

by:

California State Department
of Education
Vocational Education Section
Program Planning Unit
Sacramento, California 95814

in accordance with:

U.S. Office of Education
Bureau of Occupational and
Adult Education
Division of Research and
Demonstration
Curriculum Development Branch
Grant No. OEG-0-71-4780 (357)

June, 1975

This document is one of a series of curriculum guides dealing with the Public Service Occupations career cluster. The titles of all individually available documents in this series appear below:

- Exploration of Public Service Occupations
- Orientation to Public Service Occupations
- Preparing for Public Service Occupations—Common Core
- Preparing for Public Service Occupations—Educational Services
- Preparing for Public Service Occupations—Law Enforcement Services
- Preparing for Public Service Occupations—Social Services
- Administering Public Service Occupations—An Implementation Guide

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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# FOREWORD

This Implementation Guide has been developed to assist those involved in starting and administering public service career-education programs. Suggested guidelines are incorporated for administrators and teachers interested in implementing a Public Service curriculum at the junior, senior, or adult high school level.

Specifically, this document has been prepared to help local school district staffs utilize the six curriculum guides which are contained in the Public Service Occupations Curriculum Project. These guides cover the following areas:

Exploration of Public Service Occupations;
Orientation to Public Service Occupations;
Preparing for Public Service Occupations, Common Core;
Preparing for Public Service Occupations, Educational Services;
Preparing for Public Service Occupations, Social Services;
Preparing for Public Service Occupations, Law Enforcement Services.

The aforelisted guides, together with this document, were prepared by the Program Planning Unit, Vocational Education Section, California State Department of Education. The major responsibility for the coordination of material prepared for this Implementation Guide belongs to James J. Lynn, Curriculum Specialist, Public Service Occupations Curriculum Project.

A wide range of suggestions and approaches to the subject were received and, wherever possible, incorporated into the final document. Since the resulting materials represent the opinions of many people, no approval or endorsement of any institution, organization, agency, or person should be inferred.

Patrick J. Weagraff, Ed.D.
Project Director

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# INTRODUCTION

# INTRODUCTION

**PUBLIC SERVICE CAREERS**

Approximately one out of every seven workers in the United States is employed in some Public Service occupation. All trends in local, state, and federal employment continue to indicate that a large number of new people will have to be educated and trained each year in the foreseeable future to enter government employment.

Demands for increased numbers of workers have, in turn, created a need for school curricula directed toward preparing individuals for these expanding opportunities. To help fill this growing need, Curriculum Guides have been prepared in the areas of Public Service occupations. As a further step, use of this *Implementation Guide* will help the administrator, teacher, or counselor transform these Public Service curriculum materials into a viable Program, for assistance in proper career choice and preparation for the students in the Program.

The materials contained in the various guides of the Public-Service Occupations Program are based on the premise that the selection of a career in Public Service should be done with an accurate understanding of the field. Occupational choice is not a matter of blindly taking a job, or of choosing a career at random; mistakes are far too costly in terms of time, energy, dollars, and personal fulfillment.

Career choice is a developmental process. It is not completed all at one time, but, rather, it is a complex task that requires careful study and sustained effort over a period of time. Career planning in the Public Service field requires an understanding of one's abilities, interests, aptitudes, and personality, as well as realistic knowledge of the changing world of Public Service. The mix must be a balanced one. Thus, appropriate selection of career possibilities within the major occupational groups of public service depends largely on the student himself.

Of course, no curriculum guide is a substitute for a trained teacher or counselor. Instead, this guide has been prepared as a supplemental tool which the teacher, counselor, or administrator may advantageously use in implementing a Public-Service occupations career-education program.

## THE CAREER EDUCATION CONCEPT

The Public Service career family (or cluster) is a part of career education. It is one of the fifteen career clusters, designated by U.S.O.E., and comprising all occupations in the world of work. See Figure 1. The fundamental concept of career education is that all educational experiences, curricula, instruction, and counseling should be geared toward preparation for economic independence, while building an appreciation for the dignity of work. The Public Service Curriculum seeks to implement this career-education concept within the confines of the Public Service cluster.

The career-education concept has many of its roots in developmental psychology and vocational guidance. One of the key themes is the premise that vocational plans are not isolated events in an individual's psychological and educational life stages, but part of a continuous process of development. This emphasis suggests that career education should begin in the elementary school. An integrated, cross-disciplinary program in the regular school curriculum (K-12) is more in keeping with

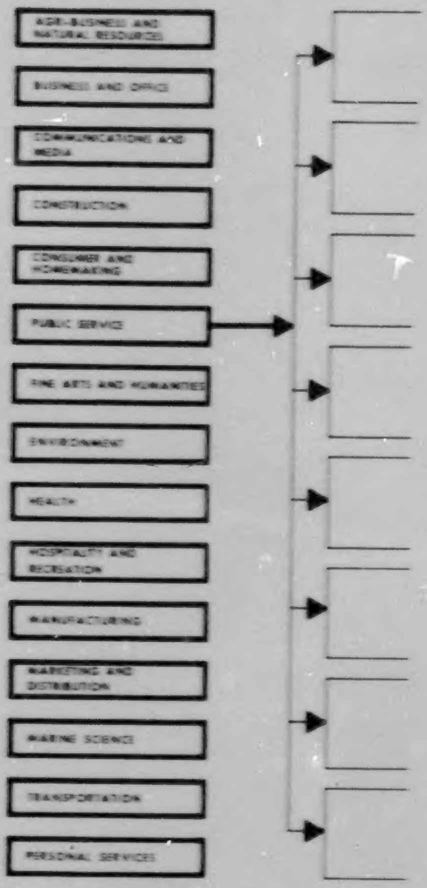

AGRI-BUSINESS AND NATURAL RESOURCES
BUSINESS AND OFFICE
COMMUNICATIONS AND MEDIA
CONSTRUCTION
CONSUMER AND HOMEMAKING
PUBLIC SERVICE
FINE ARTS AND HUMANITIES
ENVIRONMENT
HEALTH
HOSPITALITY AND RECREATION
MANUFACTURING
MARKETING AND DISTRIBUTION
MARINE SCIENCE
TRANSPORTATION
PERSONAL SERVICES

Figure 1 - U.S.O.E.-Designated Career Clusters

current theories for vocational development, than is the offering of an isolated unit or a course in the high school curriculum.

Figure 2 illustrates the basic concept that an ongoing career-education system increases in relevance throughout the years by focusing more and more sharply on intelligent career choice. Such a system gives students informed guidance, counseling, and instruction throughout their school years, with progressively more specialized instruction as the student advances into higher grades.

The career-education system demands no permanent bondage to a career goal; it offers the student a range of occupational

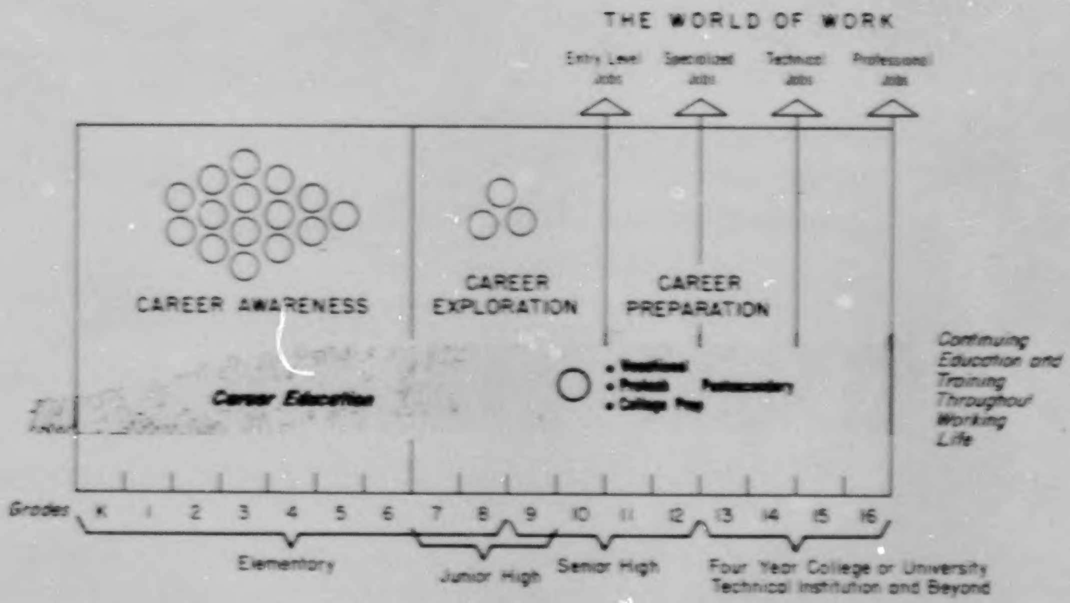

THE WORLD OF WORK
Entry Level Jobs
Specialized Jobs
Technical Jobs
Professional Jobs
CAREER AWARENESS
CAREER EXPLORATION
CAREER PREPARATION
Career Education
• Vocational
• Prejob
• College Prep
Postsecondary
Continuing Education and Training Throughout Working Life
Grades
K
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
Elementary
Junior High
Senior High
Four Year College or University
Technical Institution and Beyond

Figure 2 - Continuing Nature of Career Education

options, and helps to develop positive attitudes toward work.

The career-education system will enable nearly all persons who complete secondary school to be ready for immediate employment, or will provide the necessary impetus for continuing any required education in technical school or college. Thus, it could be possible for students completing the Orientation and Preparation Phases of the Public Service Occupations career family to enter Public Service at the local, county, or federal level; to continue their education at postsecondary institutions (college or technical institute); or to combine employment with additional education by evening or extension courses as required.

DEFINITION AND ANALYSIS OF PUBLIC SERVICE

A fundamental step in developing appropriate curricula for grades 7 to 12 and adult levels in the Public Service career family involved defining, appropriately and acceptably, the real meaning of Public Service. The Public Service Project staff, working in conjunction with a group of nationally prominent persons who have expertise in the fields of local, state, and federal government, and also in secondary and post-secondary education, adopted this definition for Public Service:

> Public Service occupations are those occupations pursued by persons performing the functions necessary to accomplish the missions of local, state, and federal government, excluding the military service and trades requiring an apprenticeship. These missions reflect the services desired or needed by individuals and groups...and are performed through arrangements or organizations established by society, normally on a non-profit basis, and usually supported by tax revenues.

Examination of the major functions of government, consistent with this definition, suggests its division into eight major *occupational groups* which reflect discrete governmental functions performed at local, state, and federal levels. Figure 3 identifies these eight major occupational groups, with brief descriptions of their functions, and illustrates the major *job families* found in each occupational group.

A SYSTEMATIC LOOK AT THE PUBLIC SERVICE PROGRAM

A teaching program, properly structured to provide the basis for adequate career choice in these eight occupational groups, could logically be built around three major components:

- Basic content for a particular major occupational group;
- Student learning activities;
- Work observation and/or experience.

These components, as illustrated in Figure 4, supplement each other, all elements being necessary to provide comprehensive career planning.

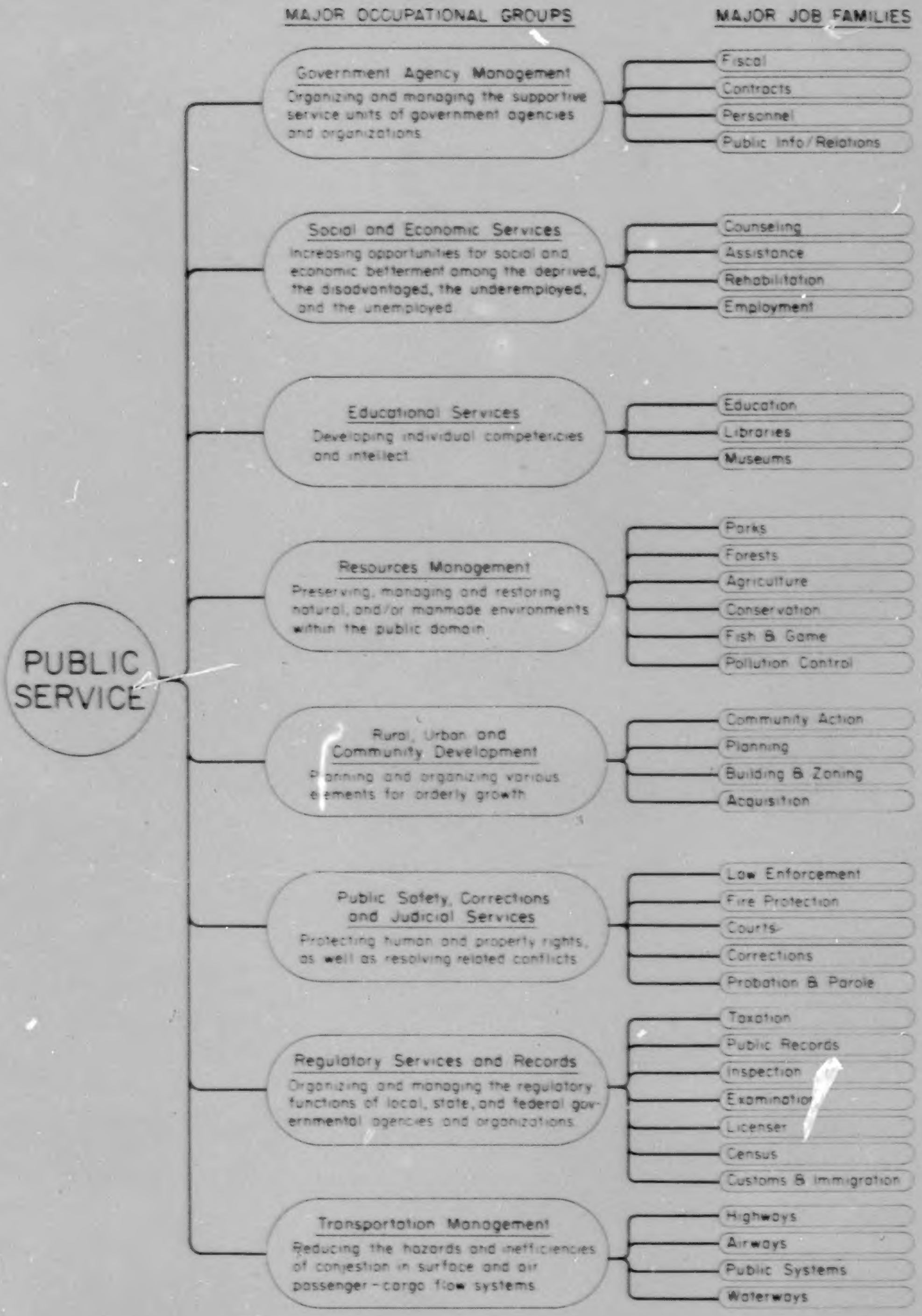

MAJOR OCCUPATIONAL GROUPS
MAJOR JOB FAMILIES
PUBLIC SERVICE
Government Agency Management
Organizing and managing the supportive service units of government agencies and organizations.
Fiscal
Contracts
Personnel
Public Info/Relations
Social and Economic Services
Increasing opportunities for social and economic betterment among the deprived, the disadvantaged, the underemployed, and the unemployed.
Counseling
Assistance
Rehabilitation
Employment
Educational Services
Developing individual competencies and intellect.
Education
Libraries
Museums
Resources Management
Preserving, managing and restoring natural, and/or manmade environments within the public domain.
Parks
Forests
Agriculture
Conservation
Fish & Game
Pollution Control
Rural, Urban and Community Development
Planning and organizing various elements for orderly growth.
Community Action
Planning
Building & Zoning
Acquisition
Public Safety, Corrections and Judicial Services
Protecting human and property rights, as well as resolving related conflicts.
Law Enforcement
Fire Protection
Courts
Corrections
Probation & Parole
Regulatory Services and Records
Organizing and managing the regulatory functions of local, state, and federal governmental agencies and organizations.
Taxation
Public Records
Inspection
Examination
Licenses
Census
Customs & Immigration
Transportation Management
Reducing the hazards and inefficiencies of congestion in surface and air passenger-cargo flow systems.
Highways
Airways
Public Systems
Waterways

Figure 3 - Basic Occupational Groups - Public Service Cluster

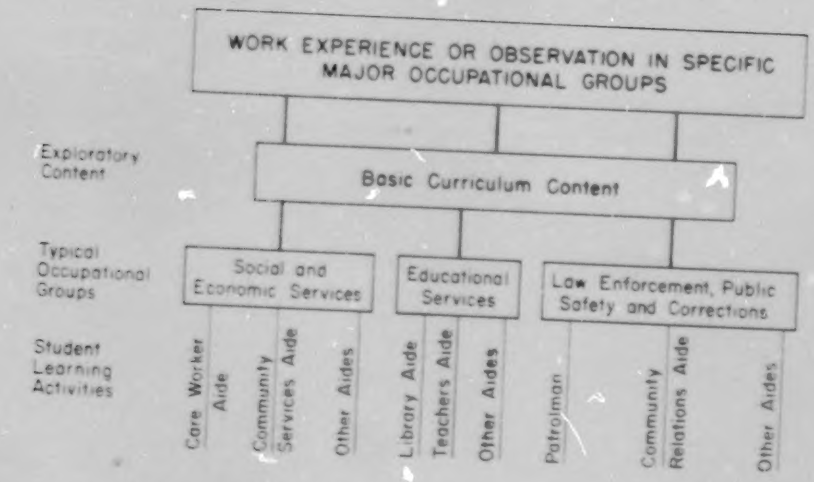

WORK EXPERIENCE OR OBSERVATION IN SPECIFIC MAJOR OCCUPATIONAL GROUPS
Exploratory Content
Basic Curriculum Content
Typical Occupational Groups
Social and Economic Services
Educational Services
Law Enforcement, Public Safety and Corrections
Student Learning Activities
Case Worker Aide
Community Services Aide
Other Aides
Library Aide
Teachers Aide
Other Aides
Patrolman
Community Relations Aide
Other Aides

Figure 4 - Relationships of Learning Components In Public Service Occupations Curriculum

Figure 4 shows the relationship of these three components for three of the major Public Service Occupational Groups. (These learning components constitute but one phase of a career education program, of course.) The work experience and/or observation factor cuts across and influences all occupational groups in Public Service. The basic exploratory content for each of the eight major occupational groups discussed in the Curriculum Guides is built on this premise. This includes the broad aspects of the purposes, structure, organization, career lattices, and general knowledge of the field.

PROGRAM GOALS AND OBJECTIVES

## GENERAL PROGRAM GOALS

The Public Service Occupations Curriculum Program was designed to accomplish the following general goals for the eight major occupational groups, within the concept of career-education:

- Acquainting students with Public Service occupations as a distinct career family;
- Developing favorable attitudes in students toward Public Service occupations and government work in general;

- Familiarizing students with the operations and functions of Public Service occupations;
- Showing the relationships between a variety of Public Service careers and different life styles of public servants;
- Familiarizing students with the operations and organizations of governmental structures.

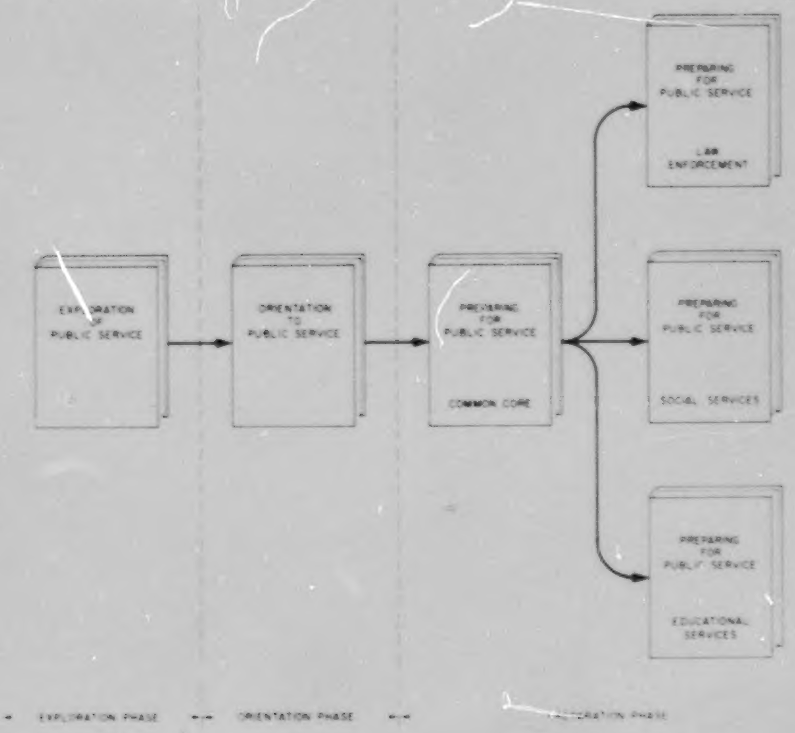

EXPLORATION OF PUBLIC SERVICE
ORIENTATION TO PUBLIC SERVICE
PREPARING FOR PUBLIC SERVICE
COMMON CORE
PREPARING FOR PUBLIC SERVICE
LAW ENFORCEMENT
PREPARING FOR PUBLIC SERVICE
SOCIAL SERVICES
PREPARING FOR PUBLIC SERVICE
EDUCATIONAL SERVICES
EXPLORATION PHASE
ORIENTATION PHASE
PREPARATION PHASE

Figure 5 - Interrelationship of Curriculum Guides for the Public Service Occupations Program

In addition to these general goals for the total Public Service Program, more specific objectives were considered as applicable for the three distinct phases of the curriculum: The Exploration, Orientation, and Preparation Phases. The interrelationship of the Curriculum Guides for these various phases is indicated by the accompanying Figure 5, *Interrelationship of Curriculum Guides for the Public Service Occupations Program.*

## PROGRAM OBJECTIVES FOR THE PUBLIC SERVICE OCCUPATIONS CURRICULUM GUIDES

Exploration Phase Objectives - The Exploration Phase (grades 7-9) of the Public Service Program is based upon these broad objectives:

- Acquainting students with the purposes and functions of Public Service occupations;
- Introducing students to the variety of careers found in governmental service;
- Showing the relationships of the student's aptitudes, interests, and values to careers in Public Service;
- Increasing the relevancy of school subjects to occupational skills in Public Service.

Orientation Phase Objectives - The Orientation Phase (grades 9-11) of the Public Service Program has the following objectives:

- Giving students in-depth orientations to the eight major occupational groups within the Public Service career family;
- Providing students (through basic course content, learning activities, and work observation or experience) a basis for making tentative career choices concerning Public Service careers.

Preparation Phase Objectives - The Preparation Phase (grades 11-12 and Adult) of the Public Service Program includes these general objectives:

- Enabling students through both classroom and work experience opportunities to make realistic decisions about work in the Public Service career family;

- Preparing students for entry-level work in Public Service occupations;

- Equipping students with a "common-core" of skills, attitudes, and competencies for success in Public Service careers;

- Equipping students with entry-level speciality skills in one or more of these Public Service Occupational Groups:
  - Social services,
  - Educational services,
  - Law-enforcement services.

## INSTRUCTIONAL OBJECTIVES OF THE GUIDES

In addition to the above, the instructional units within each of the curriculum guides also have instructional objectives. These curriculum objectives are related directly to the content, student/teacher activities, and pre-post tests for each instructional unit. The particular instructional objectives of the total Public Service Program, as chosen by any one district or school, will depend on many factors. These are among the more important considerations:

- The level of instruction (junior, senior, or adult high school);

- The choice of the curricular system (infusion or separate subject);

- The level of the philosophical commitment to career and vocational education in general, and Public Service occupations in particular;

- The attitude and commitment of the selected staff to the Public Service Program.

The local educational agency can, therefore, choose those instructional objectives it feels are most appropriate for meeting its student's needs. It is then up to the Public Service instructor to translate these broad curriculum goals into more specific behavioral objectives. The curriculum level instructional objectives, it should be remembered, are suggested guidelines. No teacher is expected to fully cover every objective in every unit of instruction. Rather, it is hoped that each educational user will set realistic instructional goals and measurable behavioral objectives for the Public Service students.

PROGRAM
VALIDITY

## TESTING AND EVALUATION

Reports of the Advisory and Review Committee accompany the Curriculum Guides, appraising the activities of the second and third years of program activity. As shown by these reports, the Public Service Occupations Curriculum Guides are well tested and validated educational products. Over 4,000 students participated in a three-year pilot-testing program of these materials in a number of test sites, demonstrating the workability of the Guides over a wide variety of secondary-school settings. The eight Public Service pilot-test sites, located in New York and California, were selected because of:

- different geographic locations,
- varying population ages,
- urban and rural environments,
- public and private school systems, and
- varying ethnic and racial composition.

The Curriculum Guides appear to be flexible enough to accommodate students from a variety of backgrounds. No significant differences in program effectiveness or student learning gain were found between the eight test sites.

The main purposes of the pilot test evaluations were to judge the usability and usefulness of the Curriculum Guides. In order to effectively evaluate both the curriculum *product* and *process*, the testing was conducted as a combination of both objective and subjective measures, with two major results:

° The first result involved modifications where appropriate in the curriculum content. The present Curriculum Guides reflect these changes;

° The second result is this *Implementation Guide*. Suggested procedures for developing, implementing, and maintaining a Public Service program, as found in this document, are the outgrowth of the pilot-testing programs. The most successful practices and procedures of the pilot-testing program are, therefore, contained herein. Its use will help the administrator and teacher to utilize practical, field-testing guidelines in establishing proper methodology to implement a successful Public Service Occupations Program.

## Validation of Guides

The Curriculum Guides themselves contain a high degree of face validity and content validity. That is, the Guides appear on the surface to cover the Public Service career family; in fact, they actually do accurately cover the content purported to be covered.

Content validity was accomplished through jury panels of Public Service experts. Separate jury panels examined the content of each of the Curriculum Guides, making revisions and/or modifications when necessary. Therefore, the Curriculum Guides not only appear valid on the surface (an important psychological factor for the curriculum users), they are also conceptually sound, containing a high degree of curricular validity. The fact that the Guides both *look accurate*, and in fact *are accurate*, adds to their acceptance and usability.

Administrators involved with managing the Public Service test sites were interviewed extensively concerning the administrative feasibility of the Public Service Program. Information was obtained through investigation of several administrative areas:

- Budget factors,
- Personnel requirements,
- Facilities and schedules,
- Equipment and materials, and
- Coordination with other activities.

It should be mentioned that none of the test sites received any additional or special financial support for implementing a Public Service program. The solutions that these administrators found should, therefore, be easily transportable to most local educational agencies. Administrators expressed themselves as greatly pleased with the Public Service Program from a *support services* point of view. This *Implementation Guide* reflects many of the techniques and solutions devised by the test-site adminstrators for Public Service Program implementation.

In addition, it is notable that over 800 persons from twenty-one states were involved in the conceptualization, development, and evaluation of the Public Service Occupations Curricula. These guides are thus the end-result of a truly national scope of activity.

## PRODUCT USABILITY

Another aspect of the Public Service Program validity which needs to be mentioned is its product usability. The curriculum materials were found to be usable in both the classroom and the local community. The objectives, content, student learning activities, and teacher management activities, were found to be easily adaptable to local classroom and community needs at the test sites.

Evaluation questionnaires were completed by both teachers and students to evaluate curriculum usability. In addition, the Public Service Project staff interviewed teachers, administrators, and students concerning their evaluation of usability. It was discovered that the reading level of the guides is appropriate for the use of teachers, and that the content is relevant to both teachers and students.

In addition, the pre- and post-tests were found to be accepted and used by the teachers to help in assessment of student learning gain.

A majority of the students involved in the pilot testing reported that the Public Service Program helped them to make more realistic and informed career decisions.

The Public Service Project staff, in conjunction with a third-party evaluation team, found that teachers and administrators also concurred on the usability and usefulness of the curriculum materials.

## STUDENT LEARNING GAIN

A final aspect of program validity deals with student learning gain. Based on difference scores between pre- and post-tests, it was obvious that there was a very real gain from the Public Service Program in the case of the demonstration-site students. Post-test scores were significantly higher at all demonstration sites than pre-test scores for the same demonstration site students. In addition, interviews and project staff observations confirmed the pre-post test results...that students did acquire new knowledge, skills, and attitudes as a result of participating in the Public Service Program.

In summary, the Public Service Occupations curriculum has been well tested, and action research has been carried out on the effectiveness of the program. The content is valid, the students do learn from the program, and the curriculum works equally well in a wide variety of situations, particularly if implemented as generalized below.

## GENERALIZED IMPLEMENTATION

The teachers responsible for the Public Service Occupations curriculum do not need to be experts in every occupational group covered, but they are encouraged to familiarize themselves to the greatest extent possible with the material presented. Through this effort, they can better understand and build on the students' experiences and comments, thus accelerating more general discussion, with extrapolation into other related topics.

The material in the guides may be used in many ways. The instructors may desire to use portions of the content as the basis for development or structuring of their own programs. A wide assortment of techniques is presented:

Situation dramas,
Films,
Debates,
Outside speakers,
Field trips,
Group discussions, and
Readings.

The wise instructor will manage these activities in a coherent program to fit the students' needs, blending classroom efforts with work experience and/or observation. The major limitation on teaching is the ingenuity of the instructor.

Some of the individual sections in the Guides may require additional content or activities, particularly if one section is to be emphasized over others. Accordingly, many of the instructional resources identified in the Guides are of a type which will permit teachers to build upon the materials contained in each section.

Instructors may want to follow these suggestions:

- When the need arises, call in outside experts who can expand on a particular section;
- Accompany students on field trips for additional information or experience;
- Request that students do the necessary legwork and "research" on certain topics. The instructor might profitably spend time before the start of the program learning what the community has to offer in terms of field trips, materials, experts, and other resources.
- Adopt a flexible approach in teaching, by allowing the discussion to flow from student interests and concerns, rather than following a planned sequential program.

Developmental research needs to be done on long-term results as related to students who graduate from Public Service Occupations Program. It is recommended that local educational agencies set up a system to periodically follow-up on their students after graduation. When such large-scale longitudinal studies have been completed, definitive statements can then be made with assurance about the ultimate success of the Program.

## Chapter 1

# PLANNING
# THE PUBLIC SERVICE PROGRAM

# Chapter 1

# PLANNING THE PUBLIC SERVICE PROGRAM

PROGRAM DEVELOPMENT

In the development of a program of Public Service Occupations, there are several important items to consider during the planning phase. The first step in the planning process is to identify and assess local needs.

NEEDS ASSESSMENT - STUDENT NEEDS

The needs assessment should be learner-based. That is, it should focus upon the student of the educational system rather than the system resources. Conducting a needs-assessment study is a different and demanding part of the planning process, requiring both in-depth knowledge of the present, and a forecast of the future. A needs study which is properly done is concerned with the ends or outcomes of a Public Service Program, rather than the means for attaining those ends. Look for *what ought to be*, and compare with *what is*. The difference between *what is* and *what ought to be* identifies the need.

A variety of models are available for assessing needs. a review of assessment models used throughout the United States and Canada was conducted by the Information Retrieval Center, of the Northern Colorado Educational Board of Cooperative Service, Boulder, Colorado. The bibliography in this *Implementation Guide* contains these resources and others which describe typical needs-assessment models. Based on information compiled in the bibliography, together with a review of materials in a number of libraries, the following suggestions are offered as a guide in designing a needs-assessment study for implementing a Public Service Occupations Program:

Model Planning for Needs Assessment

The needs-assessment model must:

- be capable of generating and distinguishing between learner and institutional needs;
- consider all aspects of education;
- produce data in standard formats that are comparable by regions and statewide;
- be capable of validating needs in quantifiable terms;
- generate validated needs in a format that makes them immediately useful in the long-range planning efforts.

The needs-assessment strategy should answer these questions relative to planning, management, and resources:

- Have sufficient funds been alloted to adequately accomplish a comprehensive educational needs assessment?
- Has involvement in the planning been both district- and department-wide?
- Is the district or department, and the county office of education (or all of these local counterparts) committed to the needs assessment and its potential results?

The strategy used should meet these criteria:

- Does the overall concept of educational needs assessment define an educational need as the difference between the current status of the learner and the desired learner outcomes?
- Does the assessment strategy include both long- and short-range objectives?
- Are student learning goals established for the purpose of determining children's needs through the needs assessment?
- Are the student learning goals behaviorally stated and representative of cognitive, affective, and psycho-motor learning?
- Does the strategy include provisions for a data sample from which reliability can be determined? (that is, are we measuring accurately and consistently?)
- Does the strategy include provisions for a data sample from which validity can be determined? (that is, are we measuring what we purport to measure?)
- Does the needs-assessment strategy include provisions for collecting appropriate information on specific sub-populations?
- Does the strategy include provisions to assure that the data collected are manageable and current?
- Can the conclusions drawn from the interpretation of data be supported?

## Data Requirements for a Public Service Model

In developing a Public Service Occupation Program, information must be gathered from:

- the students who are interested in public service occupations, and
- the community, to determine opportunities and requirements for public service employment.

(Be prepared to define *public service,* since many students and teachers will not be completely familiar with this term.)

A survey of student interest and needs is a crucial area in the program design. The students, the school, the public service employers, and others involved, will all be dissatisfied and uncomfortable with the program and its results if it fails to accommodate the specific needs of interested students. Therefore, inclusion of students in the program (from the planning stage to actual implementation) is a must.

A unique feature of the Public Service Occupations Program is that it has sufficient flexibility to meet the varying needs of career education, college preparatory, general educational, and vocational educational students, as well as students with special needs.

An important consideration is that selection of the students in the program should, in large measure, be based on their interest in the Public Service field. It is imperative that counselors must be totally aware of the Public Service program. This will greatly enhance student recruitment. It is notable that this program will function equally as well with students identified as *educationally disadvantaged* as with those in a regular program.

## NEEDS ASSESSMENT - COMMUNITY NEEDS

When the needs and career aspirations of the students are identified, a survey of the community should be made to:

- determine the opportunities for employment in the occupational cluster of apparent interest to the students;
- determine whether a sufficient number of local Public Service agencies are capable and willing to cooperate in the program;
- determine acceptablity of the Public Service Occupational Programs;
- accumulate information for use in teaching Public Service occupations and career development.

After the needs of the students and the community have been identified, it is recommended that each *need* identified in the assessment be carefully documented with facts in order to properly perform problem analyses and determine priorities. Alternative solution strategies should then be selected, and a detailed plan should be developed to implement the Public Service Program and evaluate the results.

PROGRAM
STAFFING

## STAFFING REQUIREMENTS

Staffing requirements for the Public Service Occupations Program should be determined by the local school district according to local policies and state credentialing requirements. The nature of Public Service Occupations programs requires that personnel concerned with the instruction or administration should have depth of experience and knowledge in the general area of Public Service occupations. The Program stresses the need for the same characteristics considered essential to good teaching (including such traits as enthusiasm, warmth, willingness, and flexibility).

The following suggestions might be considered as essential in establishing program staffing requirements:

- A commitment to the career education concept in general, and a specific commitment to Public Service occupations. These commitments indicate the recognition that career education is focused upon the learner and his needs, and that Public Service occupations are involved with (and indeed a part of) the community.

- Successful career education programs require input from various agencies, industries, and businesses. An essential characteristic of all program staff would be an ability to work with (and through) committees, and to make and utilize group and individual contacts.

- It may be that certification will alter the source of instructors; however, the skills and competencies of the instructors should not be compromised.

- The Public Service Occupations instructor should be strong in the written and oral communications skills, and be able to teach these skills to the Public Service Occupations student.

- Other essential requirements of Public Service staff members include the ability to facilitate and coordinate activities that will help to unify efforts between the school, the home, and community agencies. At the senior high school level, the staff should be prepared to provide work-experience opportunities for the students. This facilitation and coordination involves the development of flexible programs and schedules, giving consideration to needs of school, employer, and home, and providing opportunities for the students to participate in the program. Often the instructor may need to utilize certain *aggressive coordination* techniques.

- Recent work experience in a Public Service Occupational area is viewed as a plus for the teacher. Such experience would help to provide the teacher with an insight into the operation of a Public Service agency. Considerable work experience with Public Service agencies could be an alternative to traditional *subject centered* credentialing.

- Consideration should be given to teaching assistants, since they are valuable for either individual, small group, or large group instruction.

Teacher selection is of such great importance that it needs further discussion. The Public Service Occupations teacher needs to be effective in the classroom, capable of representing the district in the community, innovative in arranging field experiences for the students, and able to communicate to the students an understanding of how government functions. The teacher should have advance knowledge of the urgent need to generate large numbers of contacts in the community. The Public Service instructor will soon get to know many of the local and regional governmental agency managers.

## The Teacher's Role

A Public Service Occupations Program will be successful only when the staff are aware of and committed to the variety of tasks needed to be performed. The selection of the teacher is the most important decision to be made. Without an energetic, dedicated, and creative teacher, the Public Service Program will not be truly successful.

The teacher carries the primary responsibility for maintaining the program, motivating the students, and providing sound teaching and leadership for the Public Service Occupations Program. As examples of suggested activities, the Public Service Occupations teacher should visit Civil Service offices and obtain sample applications, job announcements, and other available public-information materials. Public service job announcements and applications are excellent bulletin-board material. Teachers should request that they be placed on the mailing list of Public Service Agencies for all future job announcements.

Academic preparation in a given area appears to be secondary to the teaching abilities and the teacher's interest in public service. The approach to teaching Public Service Occupations is a local option. As with any new program, the needs of the students being served and the resources of the local district determine the staffing requirements.

Thus, the subject area speciality of the teacher is not as important as a positive attitude that will create a positive learning experience. The teacher must be innovative in order to make the best use of the materials and the community resources. This requires careful planning and a creative approach to learning.

The teacher is the key to a successful program, and must be knowledgeable of the students and the curriculum. In addition, the teacher must have detailed and current information on each of the Public Service Occupations. The Public Service Occupations Curriculum Guides provide an excellent outline around which the teacher can organize classroom activities. (The fact that these materials are curriculum *guides* cannot be overemphasized. The teacher must adapt these guides to meet local needs, not adopt them in full.)

## The Counselor's Role

The counselor's role is greater than merely programming the proper students into the class or advising them of the occupational opportunities. Counselors should advise students concerning additional electives that would be of value in a Public Service career, and courses that must be taken for enrollment in a post-secondary training program. The counselors in the secondary schools need to develop procedures to aid in the articulation process. This should include horizontal articulation with other programs in the high school, and vertical articulation from high school to junior high school and post-secondary institutions. The vital link between the high school and post-secondary experience will be much easier and relevant for the students if the counselors establish meaningful articulation procedures.

Counselors have a significant and important role to play in the development and successful operation of any new program. This is no less true when planning a Public Service program. Incoming students need to have the school's entire curriculum explained to them. The counselors often must do this, since the teachers have their responsibilities in the classroom. Students do gain much of their knowledge about curriculum from one another. However, when a new program is introduced, it falls upon both teachers and counselors to relay the information to the students.

## The Administrator's Role

Administrators have major responsibilities in the implementation of Public Service Occupations classes. A philosophical commitment to Public Service as a curriculum is necessary. They must select the teachers for the program, provide the classrooms, make the budget allotments, and approve purchasing of supplies. Moreover, the success of the program is largely dependent upon the administration providing the required time for the teachers and counselors to make necessary contacts with agencies and other educational institutions. Administrators must realize that Public Service instructors need to allocate substantial portions of their time for setting up and maintaining advisory committees.

In addition (and importantly), the administrators must devise viable strategies for determining priorities and alternatives to meet the needs of the community (students, parents, employers) as schools plan for educational change. A discussion of *Needs Assessment: Community Needs*, has been previously presented in this Chapter.

Administrators in the public sector recognize that policy-making decisions are vested in those usually elected to positions of authority. Further, the public or the community retains the right and privilege to change its policy-makers. In the educational system, policy-makers ordinarily do not have tenure. The present-day administrators can thus ill afford to make important educational decisions without due consideration for the power structure of the community. Those charged with the management tasks should not isolate nor insulate their responsibilities from the environment responsible for the institution's existence.

To accomplish this interaction, well-informed administrators utilize the services of advisory committees, citizen's groups, and special interests groups to aid them as they function outside the power structure. Use of such groups can pave the way for effective communication with the balance of the community, and make an important difference between success or failure of the Program.

Suggested procedures for formation and utilization of such an Advisory Committee, as well as its role and functions, are therefore the subject of detailed consideration herein; see Chapter 5, *Community Involvement*. The specific role of the administrator or teacher in effectively dealing with such a group is also covered in Chapter 5.

## Chapter 2

# ORGANIZING THE PUBLIC SERVICE PROGRAM

# Chapter 2

# ORGANIZING THE PUBLIC SERVICE PROGRAM

## ORGANIZATION CONCEPTS

The Public Service Occupations Program needs to be organized and managed within the context of the total education program. This Program, if organized properly, should contribute significantly to the successful attainment of student career objectives.

An interdependent Public Service Program is one which complements and supports other educational programs. Flexibility is needed if the school system is to effectively mobilize and utilize required resources. The painless integration of the Public Service Program into the total educational system should be a major goal of the organizers of the Public Service curriculum. Thus, Public Service functions should be structured in such manner that program coordination, correlation, and consolidation within the total educational program are all optimized.

## PROGRAM COORDINATION

The process of coordinating a Public Service Occupations Program calls for monitoring numerous efforts of various individuals. The major functions or activities which might be coordinated are shown in Figure 6.

- The planning function will be conducted by the administrative staff. Once Public Service instructors have been selected, they should be involved in the planning process;

| FUNCTIONS | KEY TASKS |
|---|---|
| Planning | Conduct student interest survey;<br>Conduct Public Service employer availability survey;<br>Write policies, standards, and instructional goals;<br>Assist with budget development;<br>Assist with scheduling program;<br>Select Public Service Occupations teaching staff. |
| Promoting | Engage in public-relations activities;<br>Prepare reports and other information releases of interest to the public;<br>Recruit students for Public Service classes. |
| Coordinating | Organize Advisory Committee, and be certain it is functioning well;<br>Arrange student interviews and placement with approved Public Service employers;<br>Coordinate in-school instruction and on-the-job experience;<br>Develop student schedules;<br>Assist students to obtain work permits, Social Security cards, and health certificates;<br>Confer with Public Service employers at regular intervals, and visit students on the job. |
| Instruction | Provide in-school related instruction: recruit students, prepare and teach courses, arrange facilities, provide teaching materials, seek other learning opportunities. |
| Counseling | Confer with students about personal and Program problems;<br>Recruit students;<br>Confer with other teachers about student progress;<br>Confer with parents and/or guardians;<br>Supervise and coordinate youth-group activities. |
| Evaluating | Determine readiness of students for cooperative program;<br>Perform continuous planned evaluation of the total Program;<br>Develop community employment profile;<br>Conduct follow-up studies of graduates; |

Figure 6 - Major Functions or Activities to be Coordinated in Organizing a Public Service Occupations Program

- Administrators, teachers, and counselors will need to promote the Public Service Program; the entire staff should ideally be involved in the promotion function;
- Coordinating the program will also require the joint efforts of administrators, teachers, and counselors;
- The Public Service instructor will be primarily responsible for the instruction function;
- The counseling staff will be responsible for counseling related activities. However, the teachers and counselors should work closely together on both the student recruitment and career development aspects of the Public-Service curriculum;
- Evaluation of the program should also be a joint effort of the educational staff. Community involvement and/or third-party evaluators help to strengthen this function.

### STUDENT RECRUITMENT

This section will be of primary interest to those educators who plan on having separate or *tack-on* courses called *Exploring Public Service*, or *Orientation to Public Service Occupations*. Instructors of these separate courses will need to actively find and sell students on Public Service. If, on the other hand, it is planned to *infuse* the Public Service Curriculum into the existing curricula, no real recruitment is necessary! However, even if the infusion approach is used, some of these student recruitment suggestions can be of valuable motivational use to the teachers and counselors.

*Student recruitment deals with the active selling of Public-Service educational programs to students.* As mentioned earlier, one of the first things to be done is to define the meaning of *Public Service*, since many students are simply not familiar with this term.

Student recruitment will be discussed under three major student populations:

- General education students (including college preparatory students),
- Vocational education students,
- Students with special needs.

## GENERAL EDUCATION STUDENTS

*Public Service Occupations* is not a special class for a special kind of student. Students in the *Exploration* and *Orientation* phases of the Public Service classes usually have opportunities to visit agencies, meet persons, read materials, and view films that spell out the entry-level occupations and identify the governmental agencies in which they are found. Students in the *Preparation* phase will very likely couple their classroom training with some forms of cooperative work experience.

Student recruitment, for the general educational or college preparatory student, should be done on an individual basis, or within small groups, if possible. The counselor or teacher should have the opportunity to inform the students of the manner in which the Public Service Occupations Course is designed to meet their individual needs. This recruiting interview also provides the teacher and counselor with an opportunity to collect necessary information from the student. The questions asked, and the interest indicated during the recruitment interviews, will help to determine the type of Program the teacher should plan and present. It should be explained to the students that their education and experience largely determine the type of career they will have in Public Service. The students should realize that many Public Service Programs can be continued at the post-secondary level.

Therefore, there is no reason why college preparatory students should not be recruited into the Public Service Program.

## Recruiting from Secondary Schools

Awareness and exploration of the Public Service career cluster should be started earlier, in elementary or junior high school. More enthusiasm regarding career choices should be generated prior to high school. By explaining to junior high school students the importance of choosing a career early, and by introducing the fifteen career clusters that the U. S. Office of Education has identified, students will be given an opportunity to start thinking about careers in general.

If *Exploration of Public Service Occupations* is a separate "mini-course" in junior high school, students will have to be recruited at this level also. After the concept of career education is implemented, students will very quickly begin placing priorities, eliminating occupations, and making more informed choices regarding careers.

In recruiting students from junior high school for classes in *Exploration of Public Service Occupations*, the Public Service teacher (or counselor) should visit the feeder schools. The Public Service recruiter should explain what Public Service means, and how the class is designed to help the student learn about the wide range of occupations available in governmental services.

Most students know, or have heard the term *Civil Service* used, but only know that it is some type of work for the government. They usually do not know that almost any kind of occupation found in private employment can also be found in governmental services. In making a presentation regarding Public Service Occupations, it is best to start with a *baseline position* with which all students are familiar.

Many students do not realize that their parents help to provide the salaries paid to Public Service employees; that they help to pay public servants' salaries by the taxes that they pay. Students can be shown that those who work for the government are helping to pay their own and others' salaries, as well as helping to make the laws that control government.

### Recruiting for Post-Secondary Level

At the senior high school level, recruitment can be enhanced by articulating the Public Service Program with post-secondary institutions. Showing students post-secondary options for further Public Service training can help to improve their view of the desirability of Public Service occupations. The recruitment effort should be geared to the appropriate educational level. Obviously, senior high school recruitment will place a greater emphasis on skill preparation and job training than will junior high school recruitment. Similarly, with academically-oriented students, the post-secondary level Public Service occupations will be stressed over the entry-level positions.

### Recruiting at Meetings

Student recruitment could also be done at Parent-Teacher meetings, since the parents are then in a position to actively help the student in making a choice. The parents will also receive information regarding the Public Service Program, and they, themselves, might wish to enroll in similar classes at the adult level.

## VOCATIONAL EDUCATION STUDENTS

It is important for Public Service teachers to know the reasons why students enroll in their class. Some students will take the class for an elective credit to fulfill the requirements for high school graduation. In spite of this fact, the majority of vocational educational students recruited will be searching for an occupation in Public Service. Different students will be looking for different goals in a Public Service class. By being aware of this during recruitment or during the class scheduling period, the teacher or counselor will certainly help to eliminate errors in programing. The Public Service recruiter does not want to place a student on a contract or in a group which will not meet the student's needs. If the student takes the class for an elective and realizes that it is possible to get more from the class than he anticipated, then there is still time left to plan an individual program for this student. Since the Public Service curriculum guides are easily adapted, the curriculum allows all the flexibility needed to accomplish this.

Yet the students help you organize the class. Students can be effective Public Service recruiters for future classes. Let those students with leadership ability invite public employees to visit their classes as speakers. Let the students offer suggestions for field trips and ask Public Service speakers if they will make their resource material available for classroom use. Persons with entry-level jobs are especially good to invite to the classroom. In most cases these persons are younger and talk the kind of language students can identify with.

Police officers, fire fighters, park rangers, and other "uniformed" public servants should come to class in their working uniforms. Their presence on the school campus is one form of student recruitment for future classes.

Public Service classes should be informative and fun. A person who makes a decision about a career or an occupation should have the opportunity to choose the type of occupation that will not only satisfy financial needs, but also be interesting and rewarding. Public Service is interesting and viable. Recruitment for Public Service classes should reflect the interesting and varied life styles of public servants.

## STUDENTS WITH SPECIAL NEEDS

As noted earlier in this section, Public Service Occupations Classes are not specially established for special kinds of students only. Recruitment for the junior or senior high school student in grades 7-12 with special needs does not need to be any different from that of the general or vocational education student. Physically, mentally, or emotionally handicapped students, or educationally disadvantaged students, can benefit from a Public Service program. Some students with special needs will need to develop good test taking skills. Written tests and oral interviews are required for most entry level positions in Public Service.

The Public Service Occupations Curriculum is appropriate for students with special needs. Student assignments should be carefully planned and made for the individual student, since the needs of educationally disadvantaged students will vary considerably. Some students may be disadvantaged culturally, others economically, or still others socially.

It is not necessary to recruit and program students who have special needs any differently than for any other students. It is important, however, to know the special needs of all atypical students, whether they are low achievers, culturally or economically deprived, handicapped, or slow learners.

Recruitment for disadvantaged or handicapped students will probably be more successful in small groups rather than in large group settings. Small group recruitment sessions improve communication, and more information regarding the program can be given in such informal settings. In order to plan a program for disadvantaged or handicapped students in a regular class, the teacher needs to know first each student's reading level. This should be considered by the recruiter.

Realizing the problems that sometimes exist in motivating academically, culturally, or economically disadvantaged persons, the Public Service recruiter needs to make a special recruiting effort. Public Service Agencies have a long history of fairness and equal opportunity in hiring practices. Handicapped or disadvantaged persons can be successful in Public Service if given the proper training and encouragement. Recruiting efforts should reflect this attitude.

## RECRUITING TECHNIQUES

The following techniques may be of assistance in recruiting, and also help to make the education program responsive to the needs of all students:

- Form a sub-committee within the Advisory Committee to consider the special needs of students, and to plan and implement a program of work;

- Know the organizations and Agencies that teachers and administrators may contact to help coordinate programs and services for the disadvantaged;

- Become familiar with Agencies which may be contacted to increase coordination of programs and services for the handicapped;

- Search for methods of mainstreaming disadvantaged and handicapped students so that each will receive adequate preparation for entry into the world of work;

- Determine and list employment opportunities for disadvantaged or handicapped youths and adults;

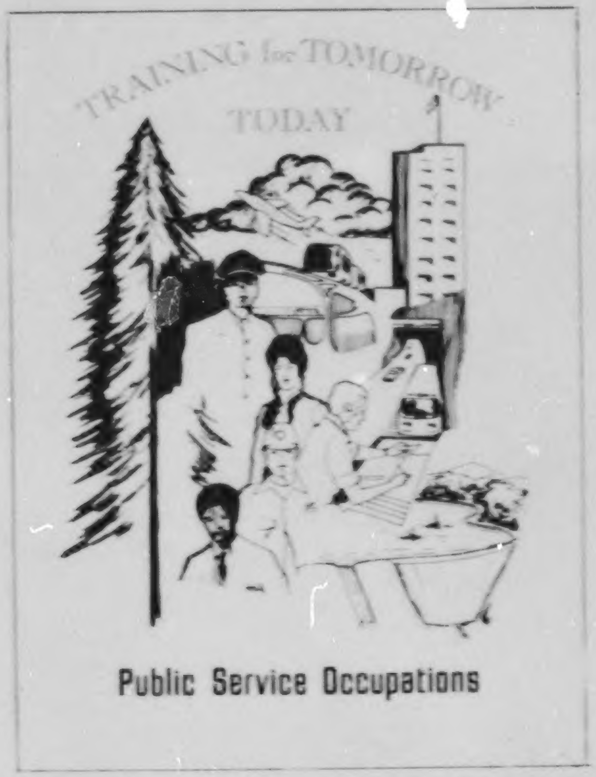
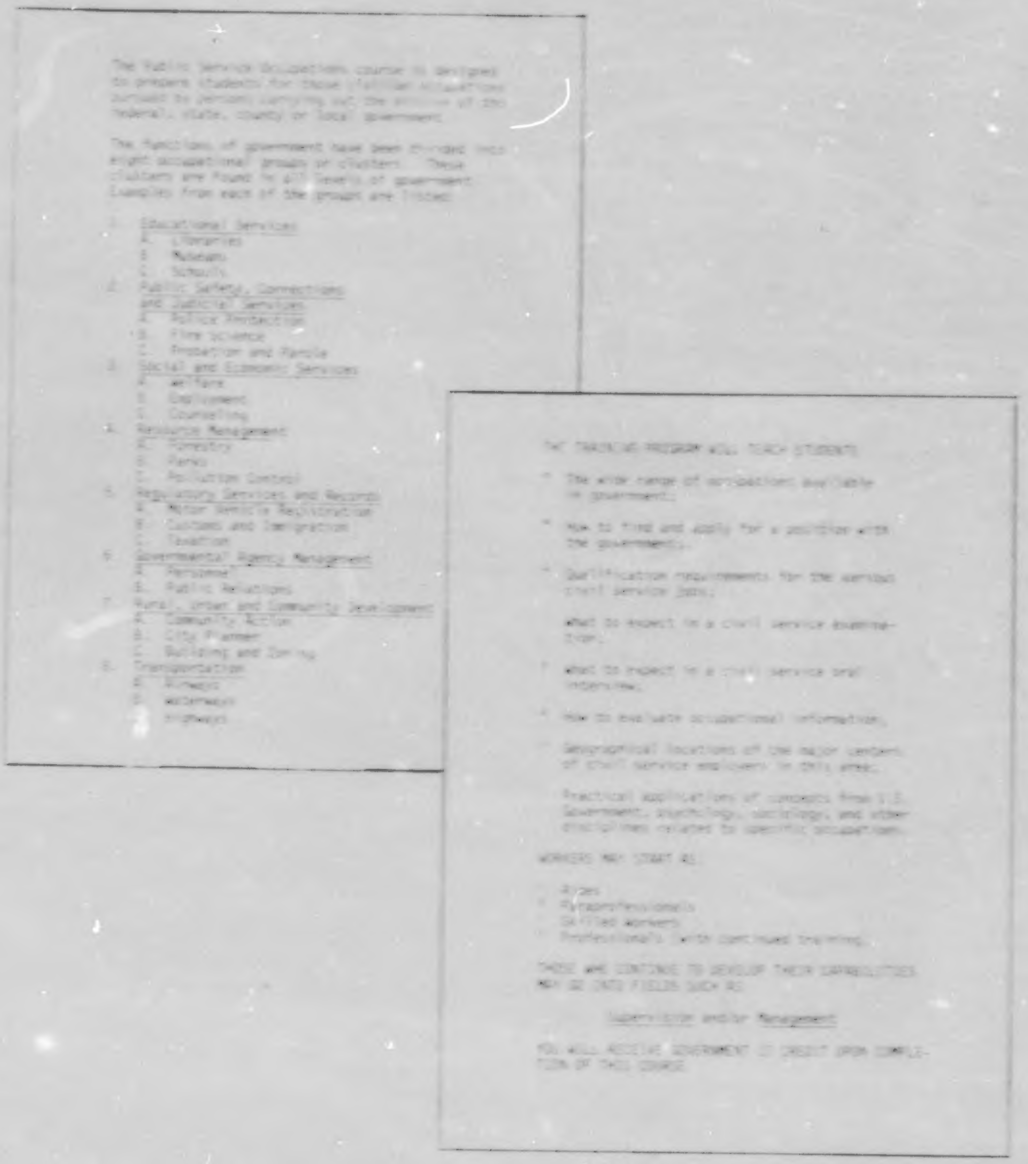


Figure 7 - Cover of Typical Recruitment Brochure

- Identify community businesses willing to accept student trainees who are disadvantaged or handicapped;
- The circulation of leaflets is also a good recruitment technique. The leaflet's main focus should be on the various groups covered, job families, entry-level positions, and what the training program will include. Figures 7 and 8 are taken from *Training For Tomorrow Today, Public Service Occupations*, a recruitment brochure used in a senior high school. Such a brochure might include such information as:
  - The wide range of occupations available in government,
  - How to find and apply for a position with the government,
  - Qualification requirements for the various civil service jobs,
  - What to expect in a civil service oral interview,
  - How to evaluate occupational information,
  - Geographical locations of the major centers of civil service employment in the area;



The Public Service Occupations course is designed to prepare students for those civilian occupations pursued by persons carrying out the [illegible] of the federal, state, county or local government.

The functions of government have been divided into eight occupational groups or clusters. These clusters are found in all levels of government. Examples from each of the groups are listed:

1. Educational Services
   - A. Libraries
   - B. Museums
   - C. Schools
2. Public Safety, Corrections and Judicial Services
   - A. Police Protection
   - B. Fire Science
   - C. Probation and Parole
3. Social and Economic Services
   - A. Welfare
   - B. Employment
   - C. Counseling
4. Resource Management
   - A. Forestry
   - B. Parks
   - C. Pollution Control
5. Regulatory Services and Records
   - A. Motor Vehicle Registration
   - B. Customs and Immigration
   - C. Taxation
6. Governmental Agency Management
   - A. Personnel
   - B. Public Relations
7. Rural, Urban and Community Development
   - A. Community Action
   - B. City Planner
   - C. Building and Zoning
8. Transportation
   - A. Airways
   - B. Waterways
   - C. Highways

THE TRAINING PROGRAM WILL TEACH STUDENTS:

- The wide range of occupations available in government;
- How to find and apply for a position with the government;
- Qualification requirements for the various civil service jobs;
- What to expect in a civil service examination;
- What to expect in a civil service oral interview;
- How to evaluate occupational information;
- Geographical locations of the major centers of civil service employment in this area;
- Practical applications of concepts from U.S. Government, psychology, sociology, and other disciplines related to specific occupations.

WORKERS MAY START AS:

- Aides
- Paraprofessionals
- Skilled Workers
- Professionals (with continued training)

THOSE WHO CONTINUE TO DEVELOP THEIR CAPABILITIES MAY GO INTO FIELDS SUCH AS:

Supervision and/or Management

YOU WILL RECEIVE GOVERNMENT 12 CREDIT UPON COMPLETION OF THIS COURSE.

Figure 8 - Typical Textual Content of Recruitment Brochure

- When recruiting for Public Service Occupations Programs, the student should be informed of the advantages offered by Public Service. Some of these advantages are:
    - Job security,
    - Counseling,
    - Equal hiring and promotion opportunities,
    - Regular work hours,
    - Extra pay or time-off for overtime,
    - Salary comparable to similar jobs in business and industry,
    - Pay raises and regular cost-of-living increases,
    - Rewards for outstanding employees,
    - Vacations,
    - Sick leave,
    - Paid holidays,
    - Retirement,
    - Group insurance.

It may appear that the recruiter is giving students a lot of information to digest. However, this is not the case. Remember, the recruiter is only scratching the surface of the real meaning and importance of Public Service.

## SUPPORT SERVICES

An effective Public Services Occupations Program should be interesting and motivating for students. The resources which are available to the Program often determine whether students' interests and motivations are maintained at a high level. Some suggestions are listed below to help the Instructor obtain material resources and human resources for support of the program. These few suggestions may save the teacher and/or administrator both time and money:

- Review the Curriculum Guides carefully and note the lists of references;

- Utilize the list of resources available in the immediate area, and compare it with the suggested list in the Guides;

- Establish a separate list of those resource materials which you have identified as available in the pertinent area;

- Contact the Public Service Agencies in your community and inquire about material they might have available;
- Review all available film catalogs and list those which are appropriate for Public Service;
- A large quantity of commercially-produced material exists which can be useful;
- Your career or vocational counselor can be your best resource friend. Counselors are continually receiving free materials;
- Be sure to check your library or media center for materials before you buy--this may help you get the most for your material budget money;
- Make use of the employment center for job application, civil service exams, and job announcements--they will provide good experiences for students;
- Utilize the *Occupational Outlook Handbook* of the Department of Labor--it can be a tremendous source of information.

The human resources which are available can be an additional valuable support service. Several key points should be considered when utilizing outside speakers;

- Contact the person at least two weeks in advance. Initial contacts can be made two months in advance;
- Explain completely what you want the speaker to accomplish;
- Make every effort to allow the students to talk to workers with entry-level jobs rather than the high-level Public Service executives.

- Develop and utilize a form which will state (in writing) the time, place, activity, person contacted, and the type of information needed. This will help to prevent long discussions on material not pertinent to the student needs;

- Contact many community people and establish a list of persons willing to act as resources;

- Try to articulate your use of resource people with other related courses. There are many programs in a school system and overuse of one person may have bad results. Coordinate as much as possible with other programs;

- The other side of the coin is also true. If you commit a speaker's time, make sure that you utilize it. Cancellations can create negative impressions.

Other support services which are essential include the areas of scheduling and transportation:

- *Scheduling* is essential for the students involved in the program and also for the instructor. It is suggested that a most appropriate time for classes is just before or after lunch. The lunch period is then utilized, when needed, for field trips and other types of off-campus activities. The last class period of the day is a good second choice for scheduling Public Service classes.

- *Transportation* could be a problem area. A major consideration involved is the availability of transportation for field trips. At the senior high school level, you may want to assign a vehicle to the program. Another consideration is the need for funds to provide advanced students with transportation to Public Service job sites.

Job Stations are another critical concern. Some public service agencies are involved in maintaining confidential records. This may be a limiting factor in the availability of work stations.

Another limiting factor is the potential disruption of service that is sometimes associated with student work stations. Be prepared to sell Agencies which are reluctant to create work stations by stressing the benefits of the Public Service Program to the Agencies.

### PROGRAM EVALUATION

Ongoing and systematic evaluation is necessary for the improvement, continuation, and expansion of Public Service Occupations Programs. It is also necessary to evaluate the Program relative to the community's need, and what is required of the institution to determine:

- The desired educational objectives in terms of things to be learned;
- The type of services to be rendered, both instructional and non-instructional;
- The policies and techniques for implementation of the Program.

A direct outcome of a continuous evaluation process with staff involvement should be a naturally better match between goals and results.

Generally, evaluation or follow-up data may be used for such purposes as these:

- As a basis for modification of the curriculum in terms of graduate employment and job skill information;
- To show employment trends and job mobility;
- To determine additional educational programs needed by former students;

- To determine the effectiveness of the guidance department and other special services;
- To justify the continued existence of a current program;
- With legislative committees to show the effectiveness of programs such as the Public Service Occupations Program;
- To upgrade the public image of vocational training;
- To show the services provided to people by the Public Service Occupations Program;
- Use of the data for publicity purposes.

## EVALUATION PROCEDURES

Evaluation procedures should be selected in the early planning stages of the Program. An evaluation model found to be successful in evaluating Public Service establishes methodology for the evaluation process simultaneously with agreement on viable *measurable objectives*. Program evaluation should include both *product* and *process* evaluation; the former measures student outcomes, while the latter is designed to evaluate the effectiveness of the total program.

Other Public Service test-site evaluators have made valuable suggestions, such as:

- Evaluation of the program should be made in terms of the school philosophy and program goals;
- Program evaluation should be a group endeavor;
- A variety of measurement techniques should be used to secure needed data;

- Self-appraisal should be a part of the evaluation program;

- Evaluation findings and recommendations should be disseminated (but with tact and courtesy) to interested persons;

- Evaluation data should serve as a basis for planning immediate changes and developing long-range plans.

Great emphasis should be placed on the interpretations of findings; therefore, it may be appropriate to employ a third-party evaluation service to obtain an unbiased estimate of Program effectiveness.

### Follow-up Procedures from Former Students

Methods should be developed to identify procedures for collecting information from former students that can be used to assess the effectiveness of school programs and services. These suggested tasks may help to implement this activity:

- Organize a committee to plan and promote follow-up activities. This committee may be composed of the school administrator, placement coordinator, guidance coordinator, vocational director, teacher(s), and Cooperative Education Coordinator.

- Develop a pre-graduation follow-up instrument to collect basic information from students, and administer it prior to their departure.

- Conduct group guidance sessions to explain how follow-up information will be collected and used.

- Develop follow-up instruments for one-year, three-year, five-year, ten-year follow-ups; and for non-returning students.

### Follow-up Procedures for Employers and Educational Representatives

It is also desirable to obtain evidence that will contribute to knowledge about former students' employment and educational competence and to maintain communications with other educational institutions and industry. These tasks may help to implement this activity:

- Identify employers of former students by asking appropriate questions on follow-up questionnaire.
- Develop employer and institutional follow-up questionnaires.
- Notify former students by mail that their employers and colleges will be contacted as a part of the follow-up services of the school.
- Mail questionnaires with a cover letter to the employers and colleges. Letter should be personalized and reference should be made to each former student.
- Conduct personal interviews with selected employers and college representatives to collect specific job and educational information.

## REPORTING FOLLOW-UP INFORMATION

After the acquisition of the basic data, follow-up findings should be transformed into workable evidence for use in measuring the effectiveness of school services and for use in program revision. These tasks may help to implement this activity:

- Prepare a report to describe the follow-up activities and to summarize the findings.
- The compilation and analysis of student follow-up data and

the organization of the final report are determined by the original purpose and objectives of the study. Data must be compiled and analyzed so that information and comparisons about the various parts of the vocational program are clearly presented.

- The use of tables, charts, and graphs may be used to improve clarity and understanding.

- Findings of the follow-up study should be supplied to all persons interested in or responsible for any part of the school program, including administrators, school board members, vocational teachers, "general" education teachers, counselors, regional supervisors, and the State Department of Education.

## INTERPRETING FOLLOW-UP INFORMATION

Following the analysis of data and preparation of the final report, a difficult and important part remains--comparing the information against original program objectives, identifying implications for the local program, and suggesting program modifications. To achieve these tasks, the following strategy is suggested:

- Involve all persons - Everyone involved in the Public Service program must be included in the data interpretation process (i.e., program planning and evaluation committees, school faculty, school administrators, advisory committees, students, parents, and employers).

- Local director should assume leadership - The Director of the Program should assume responsibility for presiding over a joint meeting and insuring that everyone has received a copy of the follow-up report several days prior to the session.

- Involve the Advisory Council - Utilizing the follow-up information to evaluate the effectiveness of the training program is a task that cannot be done in isolation from the work world. Several members of the Advisory Council may employ graduates of the Program and are aware of strengths and limitations in the training program. They can lend their special expertise in translating student follow-up data into needed Program modifications and changes.

- Evaluate Program in terms of its objectives - Each Program area, guidance services, and job placement service should be evaluated. Decisions concerning Program adjustments should be based upon follow-up data secured in terms of the program's ability to achieve its original objectives. Program objectives which appear inappropriate or unachievable should be revised.

- Prepare abstracts of follow-up reports for distribution to news media and appropriate groups or organizations.

Evaluation and follow-up procedures should result in providing to the various public groups served by the organization information and data, based upon which they can make valid decisions pertinent to financial or moral support.

## Chapter 3

# THE PUBLIC SERVICE CURRICULUM SYSTEM

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# THE PUBLIC SERVICE CURRICULUM SYSTEM

### RELATIONSHIP BETWEEN GUIDES AND USOE MODEL

The career-education concept, as discussed in the Introduction to this Guide, is pervasive, and should permeate the total curriculum, with its real beginning in the elementary grades, where students can readily develop an understanding of the range of occupations in government service. However, it is recognized that this is very difficult to achieve; consequently, it is anticipated that the *Public Service Curriculum Guides* will find optimum usage in the junior and senior high schools, in adult education, and in continuation high schools. Students at these levels are at crucial decision-making stages of development, and can use these materials most advantageously. This section of the *Implementation Guide*, therefore, is intended to provide a number of possible methods of implementing the curriculum, with emphasis upon their inclusion in the junior and senior high school level classes. It is the goal of this implementation to help the students to be ready for immediate employment, or to provide a firm base for further education.

As previously indicated, the *Public Service Occupations Curriculum Guides* include the following components:

- ° Exploration of Public Service;
- ° Orientation to Public Service;

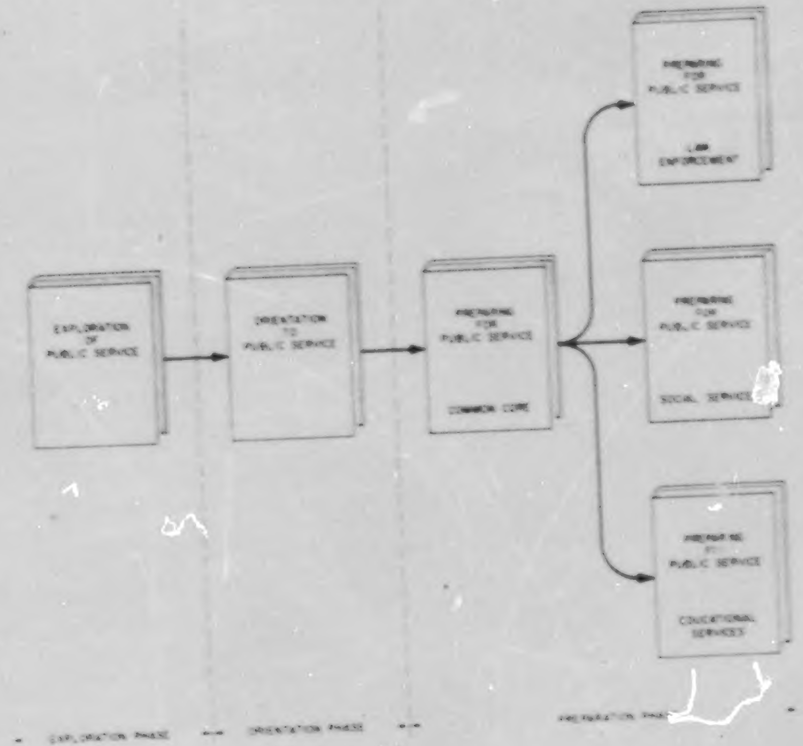
EXPLORATION
OF
PUBLIC SERVICE
ORIENTATION
TO
PUBLIC SERVICE
PREPARING
FOR
PUBLIC SERVICE
COMMON CORE
PREPARING
FOR
PUBLIC SERVICE
LAW
ENFORCEMENT
PREPARING
FOR
PUBLIC SERVICE
SOCIAL SERVICES
PREPARING
FOR
PUBLIC SERVICE
EDUCATIONAL
SERVICES
EXPLORATION PHASE
ORIENTATION PHASE
PREPARATION PHASE

Figure 9 - Interrelations of Curriculum Guides for the Public Service Occupations Program

- Preparing for Public Service Occupations; Common Core;
- Preparing for Public Service Occupations, Specialty Cores:
    - Law Enforcement
    - Social Services,
    - Educational Services.

The sequential relationship of the curriculum is shown in Figure 9 (previously shown as Figure 5). It will be noted that, in this Figure, an Orientation Phase has been added between the Exploration and Preparation Phases, to amplify the system previously shown in Figure 2.

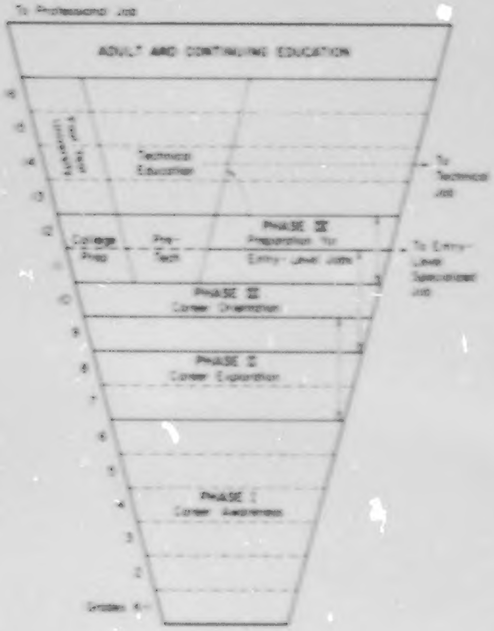
To Professional Job
ADULT AND CONTINUING EDUCATION
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
Grades K
Four Year University
Technical Education
To Technical Job
College Prep
Pre-Tech
PHASE IV
Preparation for Entry-Level Jobs
To Entry-Level Specialized Job
PHASE III
Career Orientation
PHASE II
Career Exploration
PHASE I
Career Awareness

Figure 10 - U.S.O.E. Comprehensive Career Education Model

The sequence of the Public Service guides closely follows the United States Office of Education's (USOE) model. Figure 10, representing a comprehensive Career Education System, shows the USOE's four phases of career education:

- Phase I, "Career Awareness," covering grades K-6;
- Phase II, "Career Exploration," covering grades 7-9;
- Phase III, "Career Orientation," covering grades 9-11;
- Phase IV, "Career Preparation," which has three components:
  - entry-level job preparation, grades 11 and 12, and adult;
  - technical-level job preparation, grades 13-15;
  - professional job preparation, grade 16 and above.

Comparison of Figures 9 and 10 indicates a close relationship between the Public Service Curriculum System and the career-educational model.

|  | Elementary Grades | Early Secondary 7-10 | Late Secondary 11-12 |
|---|---|---|---|
| Objectives of Implementation | Develop an awareness of the occupational world. | Stimulate occupational interests, and provide exploratory and pre-vocational experiences in the Public Service Occupational area. | Provide specialized training for a specific occupation or a grouping of closely related occupations. |
| Depth and Scope of Implementation | Develop general understanding, with unrestricted exposure to all fields of work. | Gain acquaintance with many specific occupations, primarily through study of job families. Opportunities should be provided for student to obtain practical experience. | Provide training for Public Service job-entry skills and admittance to more advanced training: (Sheriffs Academy, etc.). |
| Suggested Method of Implementation | No materials developed at this time. Infusion method of implementation should be used when materials are developed. | *Exploration of Public Service, Orientation to Public Service.* The method used may be either a separate course or unit, or preferably infused into a social studies or guidance class. | *Preparing for Public Service (Common Core, Law Enforcement, Social Services, Educational Services).* Implementation may be by separate courses, or by infusion into existing programs. Mini-courses are another suggestion at this level. Field (work) experiences should be part of the curriculum. |

Figure 11 - Suggested Implementation Methodology

The *Exploration Guide* is designed for use in Phase II, the *Orientation Guide* is designed for use in Phase III, and the *Preparation Guides* are designed for use in Phase IV of the student's education. Students completing the Preparation materials should be able to obtain entry-level work in Public Service, and be prepared for further post-secondary work, if they so desire.

**INCLUSION OF CURRICULUM INTO SCHOOL'S SYSTEM**

As a first step in implementation of the Public Service Occupations Curriculum, a decision must be made as to how and where it should be included in the school's curriculum system. While the career-education concept seems to offer optimum educational advantages, nevertheless it is recognized that financial and administrative considerations of the local district will be the major motivating factors in the final decision. Regardless of the plan adopted, it is suggested that the curriculum materials be utilized in general accordance with the methodology of Figure 11, and should meet the objectives shown thereon.

IMPLEMENTATION
BY
PHASES

## IMPLEMENTATION OF THE EXPLORATION PHASE

The activities in the exploration guide, *Exploring Public Service Occupations*, were designed to be appropriate and appealing to students of the junior high school level. They provide a discussion focused around a basic Public Service concept. This narrative content is then followed by student activities simulating problems and events encountered in a Public Service occupation. This guide provides students with an opportunity to explore their interests, abilities, and desires relative to Public Service occupations. Each unit is compact and could easily be infused into a number of different junior high school classes. Social studies, English, and guidance classes (career planning or educational planning) are logical places in which to introduce the guide, *Exploration of Public Service Occupations*.

The infusion method has a number of advantages at the junior high school level. It exposes all of the students enrolled in the social studies or English classes to the Public Service curriculum. Students entering senior high school would then be better informed about Public Service programs at that level.

If Public Service was introduced as a separate class, or as an elective, only a small percentage of the student body would be enrolled.

Infusion also solves the problem of student recruitment. The students are already programmed into the required classes in which the curriculum is being introduced. There are no additional class scheduling problems with an infusion approach.

This is not to suggest that there will be no problems with an infusion approach. When the infusion approach is utilized, there are many more teachers that need in-service training. More teachers will need to change their lesson plans and to modify their course outlines. Some of the teachers may be reluctant to make these changes. However, the *Exploration Guide* materials should prove to be a great help to the teachers when they utilize them.

The *Exploration Guide* materials will be motivational in the sense that they do relate to the students' interests, plans, and (in some cases) occupational interests. The Public Service Curriculum activities will assist the student in understanding the relevance of the academic class to the world of work. The *Exploration Guide* may also assist the student in planning his senior high school program.

## IMPLEMENTATION OF THE ORIENTATION PHASE

The Guide, *Orientation to Public Service Occupations*, has already been implemented in several ways. In some demonstration sites, the material has been infused into the regular curriculum, while it has been field tested, equally successfully, as a separate course in other sites.

The purpose of this component of the curriculum is to provide the student with an in-depth exposure to the major occupational groups within the area of Public Service. This goal may be realized through either method of implementation. The fact that both infusion and separate-subject models have already been developed and field tested demonstrates the flexibility of the *Orientation Guide*. The method of implementation to be adopted by a District for this curriculum will have to be formulated on the basis of its present curriculum and class schedule, whether modular, rotating, or traditional.

There are also key decisions to be made concerning the *Orientation Guide* and the infusion system of implementation. In addition to revising course outlines, and retraining teachers, decisions must be reached regarding which courses shall be revised, what content deleted, and who shall be responsible for infusing the Public Service Occupations Curriculum into the on-going program of the school. Such changes in curriculum may need to be approved by a curriculum committee and the Board of Education.

Furthermore, methods of teaching may need to be changed. Significant portions of the content to be taught may be communicated to students most advantageously by field experiences or by guest speakers from the occupations under investigation. The methodology of utilizing community resources ought to be a major consideration when initiating a new Public Service Occupations class:

- What governmental agencies will permit field trips?
- How often will they send one of their officials to the school as a guest speaker?
- Will they cooperate with the school in establishing an exploratory and/or vocational work experience program?

Answers to these questions may have a definite bearing upon the type of program that a district establishes.

When the Public Service Occupations Orientation Curriculum is offered as a separate course, the teacher may find it easier to develop a working relationship with community resource people, than when the curriculum is infused into an existing system and there are a large number of teachers involved. It is also likely that the students enrolled in a separate class will have more interest in Public Service, and will be more highly motivated than would the students in an infusion model. However, a separate Public Service class may help to perpetuate the gap between the vocational education and the academic departments. These factors need to be considered when choosing a curriculum model.

## IMPLEMENTATION OF THE PREPARATION PHASE

The guides in the *Preparing for Public Service Occupations* Phase have been developed to equip 11th grade, 12th grade, and adult education students with basic Public Service job skills. The guides have been separated into two major phase of instruction.

The first phase is the *Common Core*, which equips *every* student who is preparing for a Public Service job with basic academic and fundamental skills related to the field of Public Service. The guide provides each student with knowledge and skills in such areas as Oral Communications, Written Communication, Good Grooming, Relationships with Other People, Applying for Public Service Jobs, Techniques of Decision Making, and other pertinent information common to all the areas of public service.

The second Phase includes the *Specialty Cores*, which encompass three major occupational groups within the Public Service career family:

- *Social Services*,
- *Educational Services*,
- *Law Enforcement Services*.

After completion of the Common Core materials, students will be able to select the specialty area of greatest interest for further study. The units of the Specialty Cores deal with specific requirements for entry-level jobs in Public Service.

Educational Services, Social Services, and Law Enforcement Services were chosen as the Specialty Cores because they contain the majority of entry-level Public Service positions. The Common Core and the Specialty Cores both provide the student with different experiences, opportunities, and skills. The various core subjects may be taught in as little time as one semester or continued advantageously for as long as a year, or for even two years.

An important part of the Public Service program at the senior high school level is work experience. At this point in their training most students are ready to apply the skills they have learned. This might consist of exploratory work experience, wherein students obtain a sampling of many Public Service occupations; or vocational-work experience, in which students are paid for their work on specific Public Service jobs (cooperative education). This is where community support will make the Work-Experience Component of Public Service easy. Public Service is a program conducted within a community. Therefore, the community is perhaps the most important ingredient in a Public Service program.

The curriculum system for the Preparation Phase of the Public Service curriculum is extremely flexible. The Common Core and Specialty Cores can be implemented in a variety of ways.

The Common Core was designed to be used together with, or just prior to, the Specialty Cores. However, the Common Core material is basic to successful employment in nearly any occupation, and is closely related to many of the high school subjects. Parts of the Common Core could easily and efficiently be incorporated into speech, English, psychology, or sociology classes, or even used in conjunction with the *Orientation Guide*. The Common Core could be utilized as a separate course, or as part of a separate course in Public Service, after which the students would select their specialty area for further in-depth study.

The Specialty Core materials will most likely be utilized as separate subjects, or as the basis for small group instruction, or even individual contracts with students who wish to prepare themselves for employment in that particular area. Another possible curriculum approach is the packaging of these specialty units into mini-courses which the students would select by interest area. Students would take a course in Educational Service, Social Service, or Law Enforcement Service. These mini-courses could be utilized as related instruction for Work-Experience students, as a part of the social studies curriculum, or as a part of the curriculum in an alternative school. Adult high schools could easily adapt this type of curriculum to meet the needs of adult students. Mini-courses may represent the most feasible method, from the standpoint of time, to introduce a Public Service Occupations Curriculum to those academically-oriented students who are preparing for the more rigid entrance requirements of the four-year colleges. Mini-courses would fit well into a modular or flexible schedule.

## IMPLEMENTING THE CURRICULUM SYSTEM

The following questions are suggested for consideration by a local educational Agency when its administrators are trying to decide whether or not to implement this curriculum:

- What are the goals and objectives of the Agency in implementing this curriculum? Is it for the purpose of providing students with guidance, or preparing the students for a job, or both?

- What Public Service occupations are there in the community for which this Agency should be preparing students?

- Which method of curriculum implementation would best achieve the stated goals and objectives?

- What would the staff's reactions be to each of the possible methods of implementation?

- Which method of implementation would be the easiest to interpret and sell to the public and the students?
- Which method of implementation would be the easiest to incorporate into the school's master program?
- How would the program be staffed? How much in-service training would be needed?
- Should the Public Service program last for one or two semesters, or even two or three years?
- How much credit should be given to a student for satisfying the requirements of the class?
- Which units in the Public Service Occupations curriculum need special emphasis, since they have special relevance to the community?

## RELATIONSHIP TO EXISTING SYSTEM

If the Public Service Occupations Curriculum system is to be efficiently and effectively implemented, the District or local Agency must ascertain its relationship to the content of the curriculum already being utilized. Needless duplication of material is tiring to students and a waste of the District's resources. However, duplication of content is not always to be avoided. If only a few of the potential Public Service Occupations students would have had an opportunity to have been enrolled in another class offering the same or similar content, the duplication of content is necessary and proper. Content especially relevant to successful employment should be included a second, and perhaps even a third time. *Repeated reinforcement is a sound psychological learning principle.*

## OPERATIONAL PROBLEMS

There are a number of operational problems to be confronted when implementing a curriculum system of any sort. Many of the problems will center around a lack of funds, understaffing, day-to-day crises, and resistance to change. However, careful planning may prevent, or at least minimize, the impact of the problems when they do develop.

### Timing of Curriculum Change

The timing of the curriculum change is of great importance. If the entire Public Service Occupations Curriculum system is to be introduced at the same time, it would mean that none of the students receiving the Orientation or Preparation Phase materials will have the background information from the *Exploration Guide*. However, in succeeding years, as the sequential nature of the curriculum is utilized, students would have this background, and the teachers could adjust the Curriculum accordingly.

Another aspect of the timing has to do with time of introduction or announcement of the Curriculum . If the Program is to be initiated in September as a separate course, it needs to be added to the school's master program in about February or March of the previous school year, or no students will be programed into the class until August. Students who are interested in the class may find it difficult to get their programs changed in August. The students who are programed in August have a tendency to be the students with greatest mobility, the greatest dissatisfaction with the school program, and perhaps even the greatest number of problems. It is important to have the Program advertised prior to the regular scheduling period. Student recruiting should occur prior to Program scheduling whenever possible. This is especially true when the Public Service Program is first initiated.

Planning the Program that far in advance also gives the administrator or teacher an opportunity to order the necessary supplies, books, and equipment, and to have them available for the students to use when school begins in September.

## Class Scheduling

Another operational consideration centers around the actual scheduling of the Curriculum into the school master schedule. Should the program be scheduled for one hour a day, or for two hours a day? Field trips and the release of students from class to observe activities in public offices or agencies are both much easier if the class meets for two hours a day. But, if the class meets for two hours, should it continue for one, or for two semesters? The suggestion might be made that it would be advantageous to try the class initially for a two-hour block five days a week, as a one-semester course. If experience demonstrates to the teacher that community resources are sufficient and classroom materials are adequate, than it could later be expanded into a full year's course.

The time of the school day when the class is fitted into the school schedule is also important. If the class meets during the first period in the morning, or the last period in the afternoon, it is possible to take additional time for field trips without infringing upon other teachers' class time. However, if the class meets during the last period in the day, students who have jobs may not be able to work it into their schedule. Working students may be excused under a general Work-Experience Program and, consequently, may not be able to enroll in the class even though they are planning to enter a Public Service occupation. While these points may seem trite, they are important, and may well be the factors that determine whether or not a new program is successful.

## Community Involvement

One of the more important curricular aspects to be considered in career education classes such as the Public Service Program is community involvement. Its activities project out of the classroom into the community. The community's resource people, places, and agencies influence both the curriculum content and the method of instruction. The specific resources of each community will vary, each rich in its own unique way.

The operational plans of the District must provide the time and money for a school official to do the "leg work" necessary to make and maintain contacts throughout the school year. The Work-Experience Component normally requires additional personnel to monitor students outside the classroom. If the classroom teacher is provided with an additional period of preparation, this should afford sufficient time to make community contacts concerning field trips, guest speakers, etc. However, when a Work-Study or Work-Experience Program is developed, the teacher should not normally be expected to assume the added responsibility. (See the Work-Experience section of this Guide for further discussion.)

## Budgets

The budget is another important curricular concern which requires careful planning. Funds need to be available to provide released time for teachers for in-service training and for curriculum development and review; to purchase curriculum materials; and to provide transportation for field trips. Even though the capital outlay for a Public Service class is small relative to many vocational programs, it will not be successful if an adequate budget is not provided.

### VARIABILITY OF IMPLEMENTATION

The implementation of this curriculum may well vary greatly in effectiveness in different localities. Different schools will have different purposes, different students, and different Public Service employers in the community. No course of study, however perfectly it may function in one school, should ever be adopted in another school without critical review. The question must be asked, "Does Public Service really meet the needs of the students and the community better than any other curriculum?"

Every Public Service course should be reviewed annually to find areas of improvement for succeeding classes. This annual review could well include considerations such as these:

- In what Public Service occupations have a substantial number of former students found employment?
- Which Public Service occupations hold the most student interest?
- Which Public Service occupations promise the most employment opportunities?
- Is the present curriculum system reaching the right students at the right time with the right material?

Each District will have its own unique situations. Therefore, the instructional objectives, content, activities, and resources of the *Public Service Occupations Curriculum Guides* should be interpreted and implemented to meet those needs.

It should also be pointed out that the criterion-referenced test booklets can be a curricular aid. These evaluation questions are keyed to each unit of the curriculum guides, and relate directly to the instructional objectives of the unit. The curriculum coordinator or teacher can use the tests to help structure the course content. These suggested test or evaluation questions allow the teacher to objectively evaluate student learning gain by their use in both pre- and post-test situations. They may also be useful in prescriptive teaching.

The Public Service Occupations Curriculum system has a broader objective than filling manpower needs in Public Service Agencies and in providing students with marketable skills. It will, hopefully, be the avenue through which many students find a successful and satisfying future. It is hoped that, while this Guide does not provide any easy solutions in implementing a program, it does provide a foundation upon which a local educational agency can build a solid curriculum structure.

## Chapter 4

# WORK EXPERIENCE PROGRAMS

# Chapter 4

# WORK EXPERIENCE PROGRAMS

WORK EXPERIENCE - AN ADJUNCT TO GOOD EDUCATION

This section of the *Implementation Guide* suggests some guidelines and procedures to facilitate initiating a Work-Experience Program, or at least some related field experiences, for students enrolled in a Public Service Occupations class.

The Public Service Occupations Class, with a related Work-Experience Education Component, can be a tremendous help to students in choosing a career and preparing for it. The transition from the academic environment of the classroom to the work environment is an excellent learning experience for the student. Some form of work experience should be considered an integral part of the Public Service Curriculum . . . not a "nice-to-have" fill-in, or an extravagant luxury.

The possibility of developing an effective Work-Experience Program in itself presents a strong rationale for initiation of Public Service Occupations classes.

In order to have a successful program, the teacher will ordinarily require approval of the Board of Education and active support of the school officials, the community, and the Public Service employers.

Work-Experience Education is presently one of the fastest growing segments of vocational education. Because of this fact, great differences are found in programs. This is as it should be, as the Work-Experience Program should be adapted to the needs of the community.

## WHAT IS WORK-EXPERIENCE?

For the purposes of this guide, *work experience is defined as that part of the curriculum designed to provide students with an opportunity to learn occupational skills through field experiences.* Students should also learn what the requirements are for successful Public Service employment. These experiences should be provided in conjunction with the *Public Service Occupations Curriculum Guides.*

These Guides provide the teacher with outlines of material which may be included in this type of class. However, to be of maximum value, the curriculum must be validated in conjunction with the local Public Service employers. This validation may be accomplished through the concurrent use of Advisory Committees, Agency visitations, and Work-Experience Components.

## WHY WORK-EXPERIENCE?

The information that the teacher is continually gaining from the placement of students is invaluable in planning future classroom activities and in necessary modification of the curriculum to meet local needs. These contacts will give the teacher essential knowledge about occupational skills, duties, employment opportunities, educational requirements, and general work environment in the various agencies, departments, or organizations.

Field experiences stimulate student interest, demonstrate the relevance of the classroom instruction and are excellent supplements to the classroom materials. Many high-school students find it difficult to relate academic material to their own personal lives. A work assignment in a Public Service Agency or Department should provide numerous opportunities to apply the academic material to which the student has been exposed. For example, a work assignment in a city park may demonstrate the importance of knowing a variety of academic information. Students may learn the identity of such poisonous plants as oleanders, basic first-aid procedures, and basic human-relations skills in settling disputes over the use of ball fields, playgrounds, or picnic areas. These types of experiences may be duplicated in nearly all of the Public Service occupational areas. *Thus, the Work-Experience Component provides the student with the practical laboratory to test and apply the classroom instruction.* The student is then motivated to learn more of the "theory" back in the classroom after the work experience.

Another practical and important aspect of Work Experience is that students may well have excellent opportunities to make contacts in their chosen occupations. These contacts and experiences may prove to be the references that open doors to future employment or special training. Even if college is planned, the work experience will provide the observant and receptive student with a background which may possibly make his classes more meaningful.

The daily routine of a Public Service job is often different from what the student expected. Students frequently have ideas about jobs being far more glamorous and exciting than they really are. The field experience enables the student to make a more realistic career choice.

In brief, these points demonstrate the value of developing a Work-Experience Component in conjunction with Public Service Occupations classes:

- It will assist the Public Service Occupations teacher in relating the curriculum content to the needs of the local Public Service employers;

- It will demonstrate to the students the relevance of the academic material to the world of work. Classroom theory will be more meaningful to students who have had some form of related work experience;

- It will provide the student with meaningful educational experiences that are impossible to simulate in the classroom;

- It provides an avenue of communication between the school and the Public Service employers regarding the job market and the effectiveness of training in the Public Service Occupations Class;

- It may provide the student with personal contacts in his field of interest that may prove beneficial in later life;

- It allows the student to test his tentative career choice.

### GOALS AND OBJECTIVES OF THE PROGRAM

After developing a rationale for the program, the next step is to survey the possible Public Service work stations, and to develop specific goals for the Work-Experience Component. The goals, depending upon the students, may be:

- for the students to be provided with an opportunity to explore a variety of occupational fields within Public Service;

- for the students to acquire skills through on-the-job training in connection with the Public Service Occupations Program.

## TYPES OF WORK-EXPERIENCE PROGRAMS

The goals of the Work-Experience Program will determine the types of work experience. The literature identifies three major types of work experience:

- Exploratory work experience,
- General work experience,
- Vocational work experience.

*Exploratory work experience* is a program that provides the student with an opportunity to sample and observe a variety of work situations. The objective is to help students ascertain their suitability for the occupations they are exploring.

*General work experience* is supervised part-time employment as a part of the total school program, not related to any particular class in school. The major aim of this type of experience is to assist students to become mature and experienced workers.

*Vocational work experience* education is an arrangement whereby students are employed in occupations which allow them to use and refine the material presented to them in school vocational classes. The work situation is related to the classroom instruction.

## COOPERATIVE VOCATIONAL EDUCATION

The Cooperative Vocational Education Program, as defined by Public Law 90-576, is a form of vocational Work-Experience Education, which demands close correlation of classroom activities with on-the-job training. According to the legal definition, the criteria for vocational education are:

- The student must receive academic and vocational instruction by alternation of study in school with a job in the occupational field;

- The two experiences must be planned and supervised by the school and employers to insure that these activities contribute to the student's education and employability;
- The work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time.

Cooperative vocational education programs may be funded under either Parts B or G of Public Law 90-576. Part G has the purpose of expanding cooperative education to disadvantaged students, under the title of "Work-Study." This program has enabled many students to obtain work experience in Public Agencies. Qualification of a student for this program requires a showing that he is disadvantaged, following which the "Work-Study Coordinator" may place the qualifying student in a non-profit agency or a cooperating governmental agency.

Work-Study is a workable arrangement for a Public Service Occupations Program with a considerable number of enrolled disadvantaged students. However, a successful Work-Study Program does require considerable planning and a high level of community cooperation. Finding, securing, and keeping an adequate number of desirable work stations available requires that a number of Public Service employers throughout the community have working knowledge of the Program. When students are released from the school for participation in Work Study, parents and faculty must have a sympathetic understanding of the objectives and dynamics of the Program. The funding of Work-Study Programs is often misunderstood, and the Coordinator must be willing to take time to explain to each cooperating employer the source of the Work-Study funds.

The Public Service Occupations teacher would also cooperate closely with another program, the Neighborhood Youth Corps.

(The NYC is a federally funded program providing work experience for low-income students.)

## ALTERNATIVE FORMS OF WORK-EXPERIENCE PROGRAMS

It is quite possible that a Public Service Occupations Program could be utilizing, simultaneously, all of the above types of work experience. If both paid and non-paid Work-Experience Programs are utilized at the same time, the instructor of the class and the Work-Experience Coordinator must be sure that each of the students involved understands his own particular situation before he starts in the Program. Some of the literature suggests the desirability of not mixing programs which have paid and non-paid work experience in operation at the same time. However, if the facts concerning pay or no-pay are known in advance, future problems can be averted.

If a student wishes to have some field experience, and there is no feasible way of implementing a paid experience for him, the student should be allowed to choose a non-paid experience. The needs and interests of the students and the availability of work stations should be the guiding factors governing students' placement into various types of work situations. All Agencies have different operational procedures and policies. It should therefore be expected that the difficulty of getting students on work stations will be different in each Agency or Department.

PLANNING
THE WORK-
EXPERIENCE
PROGRAM

## PROGRAM SELECTION TO MEET STUDENT'S NEEDS

In planning a Work-Experience Program to accompany a Public Service Occupations Class, the planners need to analyze the prospective students carefully. Exploratory programs are usually offered to high school freshman and sophomores. General work experience and vocational work experience are usually offered only to juniors and seniors in the high school. An *Exploration of Public Services* program can be offered at the junior high school level, and it is suggested that an accompanying Exploratory Work-Experience Program be developed and utilized with it. A Vocational Work-Experience Program should accompany the curriculum if it is initiated at the senior high school level. However, if there are juniors and seniors who want to explore a number of different Public Service job families, without prior classes in Public Service (as in junior high school), field trips or even a modified Exploratory Work-Experience Program may prove very beneficial. Coordination of such programs can be quite time consuming. Contracts with the Public Service Agencies should be written. Insurance coverage, as legally required, must be obtained.

The Preparation Phase of the Public Service Occupations Class should normally be accompanied by a Vocational Work-Experience Component. Most students enrolled in a Public Service Preparation Class will be mature enough to assume the responsibilities of holding a part-time job, and of representing the school in the community. However, the student's maturity, motivation, and trustworthiness need to be assessed carefully before a school official makes a recommendation of placement. The best policy is for the teacher to suggest to the students methods of conducting themselves during job interviews, what to bring along for interviews, and how to prepare a resume. The teacher should give the students names, addresses, and phone numbers of the Public Service employers to be contacted for the job interviews. If more than one student is interested in a particular job, give the employer the opportunity to interview each one. He can then select the one that appears to best meet the Agency's needs. This also places part of the responsibility on the employer if the student does not work out to the employer's expectations.

When planning the Public Service Occupations class, a survey should be made of entry-level occupations in Public Service in the local area, and potential Public Service employers should be located. An analysis should be made of possible jobs to identify the duties that could be performed by students.

## CONTACT WITH EMPLOYERS

### Pre-Planning with Employers

The Agencies should be visited to determine their willingness to cooperate with the school in a Work-Experience Program, to host field trips, or utilize Work-Study student employees if such a program were funded. The Coordinator also needs to determine, at time of contact, the facilities that are available for training of student employees.

Would the duties being planned for the student actually fit into the work environment?

The cooperating agency will have students do what they want to have them do, but sometimes they overlook talents that young people have. For example, a student may have outstanding skills in cartooning and lettering, and could be of great value to certain departments in making signs, overlays for transparencies, educational aids, etc. Unless the Coordinator points this out to the Agency, or urges the student to bring samples along to the interview, these talents and skills are not likely to be utilized.

### Establishing Proper Lines of Communication

An Agency Manager or Department Head is usually the representative of the employer who approves the initiation of a Public Service Work-Experience Education Program, but the actual supervisor of the student worker is usually one or two levels below this level. This can be a source of difficulty. The person actually assigned to supervise the student should also have direct communication with the Work-Experience Coordinator, and have a voice in whether or not a student is accepted in his Department or Section.

The Work-Experience Coordinator should discuss the program and the student with the supervisor who will be in daily contact with the student prior to the student's placement on the job. If this step is omitted, the supervisor may resent the fact that a prior consultation was not made. The end result may make the field experience a miserable experience for the student.

Additionally, if the Coordinator has a direct line of communication with the actual supervisor, problems can be handled when they arise, rather than after they have been drawn out or turned into a crisis

## FACTORS FOR CONSIDERATION DURING PLANNING OPERATIONS

### Handling of Agency Materials

Many Public Service Agencies have volumes of confidential materials. School records, police records, court records, welfare files, tax records, etc., are all confidential and rather sensitive. Such information must be handled with great care. The Work-Experience educator needs to prepare both the student and the Public Service employer for handling problems in this area.

Unless it is pointed out at the start, students assigned to work in a school office, for example, may not realize that other student's telephone numbers or test scores are confidential. They should be disseminated only with the greatest discretion (and not at all by the student) to remain within established legal boundaries.

The employing Agency and the School Coordinator should have prior understanding as to what types of confidential material should be exposed to the student. It is not only a matter of having trust in the students, but a question of how much responsibility should be placed upon part-time student workers, who are just getting an introduction to the world of work.

## Safety

Another factor of concern to the school is the student's safety:

- Should Work-Experience students be permitted to ride along in police patrol cars?
- What would happen should the student be involved in a shoot-out or a high-speed chase and car wreck?
- A student worker at a city animal shelter could conceivably be bitten by an animal inflicted with rabies.

It is possible to find potentially dangerous situations in nearly all of the work stations. These possibilities need to be discussed with the student and the cooperating governmental Agency so that, in case of an emergency, there is a plan of action.

The school official, prior to visiting the Agency, should determine the duties likely to be expected of a student worker and possible problem areas and hazards. The cooperating Public Service employer has the responsibility of deciding what student workers may and may not do.

When contact is made, the Coordinator needs to emphasize that the students should have a variety of experiences to maintain interest and to provide them with sound educational programs.

IMPLEMENTING
THE
PROGRAM

## COORDINATION WITH EMPLOYERS AND ADMINISTRATORS

As soon as the Program is established, a procedure should be developed to keep both the school site Administrator and the teacher informed of the program and of the actual placement of students. If a student encounters a problem, it is possible that the Public Service teacher or site Administrator would be the school official contacted if the Work-Experience Coordinator should not be readily available. It is embarrassing for a school official to be caught in a position of not knowing that a student has even been placed in a particular Agency. The Work-Experience Coordinator (or equivalent person) should provide a current list of names, placements, cooperating Agencies, and supervisors for the site administrator. It makes for much smoother staff relations and good public relations.

The attitude of the school officials and teachers will be affected by how well organized the Public Service Work-Experience Component is, and how well it is explained to them. It is necessary to outline the goals of the program and the experiences to which the students will be exposed.

It is sometimes difficult to keep abreast of all the facets of an operating Work-Experience Program. It is essential that the number of students assigned to one Coordinator be limited to afford sufficient time to perform the variety of duties. If the Coordinator is not able to keep up with developments, problems will arise and the work stations may withdraw from the Program, instead of expanding and being of service to the students of the community.

## LEGAL REQUIREMENTS

A major responsibility of the Work-Experience educator is to keep abreast of the legal requirements for a Work-Experienced Program, since there are numerous legal implications when originating a new program. Furthermore, student employers must comply with the Federal Fair Labor Standards and the state codes, in addition to the District regulations.

There are other legalities to be considered when developing a new Program:

- What hours may students work?
  - Students may not work before _____AM or after _____PM.
  - Students under 18 years of age may not work more than a specified number of hours a day or a week depending upon various circumstances.
- What is minimum wage at which student employees may work?
- Where and when is a work permit required?
- What are the required mechanics of a Work-Experience Program?
  - Does the state require that a plan be submitted?
  - What employment is forbidden by law? Are students under 18 years of age not allowed to work in certain hazardous occupations?
  - Have provisions been made for complying with the state requirements for record keeping?

Detailed discussions of these points would be rather fruitless since they change often and are not uniform in the various states.

Records must be maintained to include such items as these:

- The type of Work-Experience education in which the student is enrolled, where the student was employed, and the type of job held;
- A record of the work permit issued, if applicable;
- Employers' reports of students' attendance and performance on the job;
- Reports by District personnel of observations of pupils at each work station;
- Reports by District personnel of consultations with employees or employers;
- Ratings of each pupil, including the grade, by District personnel.

The planning requirements will involve preparation of various forms to gather much of this information for presentation in a uniform manner, and subsequent uniform analysis. Suggested typical forms are presented in accompanying figures to accomplish this:

Figure 12, Typical Public Service Student Work-Experience Application;
Figure 13, Typical Public Service Work-Experience Placement Agreement;
Figure 14, Typical Public Service Work-Experience Evaluation.

Copies of these forms will need to be retained for each student.

## BUDGETARY FACTORS

Budgetary considerations are always a deciding factor when implementing a new program. The number of students enrolled is a

School ____________________

Name ____________ Date ____________ Grade ____________

Date of birth ____________________

Social Security No. ____________ Driver's License No. ____________

What do you plan to do after graduation? ____________________

____________________

Do you have transportation? ____ If yes, explain: ____________________

____________________

What is your past employment?

| Employer | Duties You Performed | Length of Employment | Reason for Leaving |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

What occupational courses have you completed in high school?

____________________ ____________________

____________________ ____________________

____________________ ____________________

Can you type? ________ If yes, how many words per minute? ____________

What is your present class schedule?

____________________ ____________________

____________________ ____________________

____________________ ____________________

In which governmental Agency or Department would you like to work? ____________

____________________

What special talents or skills do you possess (cartooning, etc.)? ____________

____________________

____________________

____________________
Student's Signature

____________________
Date

Figure 12

Typical Public Service Student Work-Experience Application

To provide a basis of understanding, and to promote a sound educational experience, this agreement is established on ______________.
Date

The student, ____________________________________ will begin a work-experience assignment at ____________________________________ on or about ______________, 197__, which will end on or about ________________________, 197__, unless this arrangement becomes unsatisfactory to any of the undersigned, and is then terminated by giving notice to the other parties signing:

The person responsible for supervising the student on the job is: ______________
Name

______________________________________ ______________________________________
Title Organization

IT IS UNDERSTOOD THAT THE EMPLOYER WILL:

Observe the federal, state, and local regulations relating to the umeployment of minors;
Provide the student with opportunities to develop job skills;
Instruct the student in desirable ways of doing his work;
Assist the teacher in appraising the student's performance.

THE STUDENT AGREES TO:

Be dependable, punctual, loyal, and courteous;
Be responsible for obtaining his or her own transportation to and from the work station;
Follow instructions and follow the usual channels of communication;
Notify the employer and the school in advance in case of necessary absences;
Avoid unsafe situations;
Keep confidential information confidential.

THE TEACHER, ON BEHALF OF THE SCHOOL, AGREES TO:

Visit the student on the job;
Be of assistance to both the employer and the student;
Be readily available for consultation;
Be responsible for the final determination of the student's grade.

THE PARENTS AGREE THAT:

The student may accept this assignment.
The student will have transportation for this assignment.

SIGNATURES:

Student: ________________________________ Phone ____________________________
Address: ________________________________________ Date: ______________
Parents: ________________________________ Phone ____________________________
Address: ________________________________________ Date: ______________
Work Supervisor: __________________________ Phone ____________________________
Address: ________________________________________ Date: ______________
Teacher: ________________________________ Phone ____________________________
Address: ________________________________________ Date: ______________
School: _________________________________ Phone ____________________________
Address: ________________________________________ Date: ______________

Figure 13

Typical Public Service Work-Experience Placement Agreement

School:

Student:

Public Service Employer:

Please check the areas which you feel best describe the student's work experience progress. Your response will be a part of the student's final grade.

| JOB PERFORMANCE | EXCELLENT | VERY GOOD | GOOD | ACCEPTABLE | POOR |
|---|---|---|---|---|---|
| Punctuality | | | | | |
| Attendance | | | | | |
| Ability to follow instructions | | | | | |
| Judgment | | | | | |
| Human relations | | | | | |
| ATTITUDES | | | | | |
| Interest in work | | | | | |
| Ability to accept criticism | | | | | |
| PERSONAL | | | | | |
| Appropriate dress | | | | | |
| Cleanliness | | | | | |
| Neatness | | | | | |

COMMENTS:

Supervisor's Signature

Date

Figure 14

Typical Public Service Work-Experience Evaluation large factor here. Too few or too many students will unquestionably ruin the program. These budget items should not be overlooked:

- Office space is essential to maintain the necessary records. If the Coordinator has classroom duties, a classroom is acceptable, provided it has a telephone. File cabinets, folders, and forms are other easily overlooked items that must be included in the budget;

- Travel money must be provided for the Coordinator. A mileage allowance is perhaps the most satisfactory way of handling this.

It is important to remember that Public Service employers operate on the fiscal year. Their budgets are pretty well locked in, and it is extremely difficult for them to consider hiring student help if this was not provided for when the budgets were adopted prior to July 1 of the current fiscal year. Long-range planning is a must for developing part-time positions in Public Service agencies. However, disadvantaged students may be placed through "Work-Study" funds if the District has an approved program. Work-Study may be the initial door opener, after which the Department or Agency may wish to budget a part-time position of its own.

If there is no possibility of obtaining a paid position for the student, field trips or volunteer positions may offer related field experiences. An internship or an Exploratory Work-Experience Program could offer the student a sound educational experience.

THE
STUDENT
IN THE
PROGRAM

## SELECTING AND PREPARING THE STUDENT

The Coordinator must screen and prepare students very carefully before placing them at a work station, and try to foresee problems that may be encountered. Most programs are likely to run into problems in certain areas.

The student must be aware of what kinds of behavior will be expected at the work site. If the student will be handling confidential information, the Coordinator must be sure that the student is aware of and accepts such responsibility. The Coordinator needs to spend time individually with the student discussing possible material of this nature that might be seen or used at the assigned work station.

Students need to be alerted to the fact that they may be considered a nuisance if they do not show cooperation and willingness to work.

Transportation to and from the work site is an area that also needs to be considered. Is public transportation available or does the student have an automobile? Student automobiles do not have a high reliability rating, and a backup means of transportation very probably needs to be discussed. Lack of transportation is likely to cause student tardiness or absence from work a few times during the course of a program, thus creating bad student-employer relationships.

Certainly an important factor that should be discussed is whether or not the student is willing to dress appropriately for the job.

Another common problem is that students are initially thrilled with the idea of getting a Public Service job. However, they do not anticipate what it will really be like to miss that athletic event or that club outing to which all of their friends are going while they have to go to work. Consequently, a few students will occasionally skip work to take part in another school activity.

These topics should definitely be discussed with the student during the screening process.

The Coordinator must also screen the possible Public Service work stations in making student selection. Work sites should not be accepted automatically. An analysis must be made of what a student worker or volunteer could do on the location. In addition, the Coordinator should consider (in-so-far as possible) possible interrelationships of the people involved. The Coordinator may need to match student and employer personalities, as well as matching student career choices with job stations. It is difficult enough for a student to fit into the daily routine of a job without having a personality clash because of hair length, youthful appearance, bad attitudes, or other disturbing factors.

The employing agency should be alerted to these problem areas. Sometimes cooperating agencies make unrealistic demands upon the student. The student should be instructed as to what to do if this should occur.

## SCHOOL CREDIT FOR WORK-EXPERIENCE

The amount of credit that a student may earn in work-experience education which will count toward graduation may be limited by state codes. The local district may further limit allowable work-experience credit.

It is suggested that if a student is working ten hours a week or more, five units of credit per semester should be given, since this is comparable to other laboratory classes. Variable credit, depending upon the number of hours that a student works, is another option that may be considered. It is possible that certain Agencies desire, or are willing to have students for less than ten hours a week. It would be to the advantage of the student to get the experience that an Agency could provide, and also be able to receive educational credit.

An additional option that may provide related field experiences would be to release the student from the classroom for a specified period of time to observe at a work station. This would not be classified as work experience as such, and would not show on the student's record. This observation could be in the nature of an internship or extended field trip of the Public-Service Occupations Class. The grades earned from the observation time would be incorporated into the grade earned by the student in the Public Service Occupations Class. One of the advantages of this plan is that the student remains much more closely under the teacher's control. It does not infringe upon after-school activities of the student, such as athletic and club participation. Furthermore, such positions do not involve money and are, consequently, easier to find. However, the teacher must again obtain written agreements and waivers from parents and the participating Agencies. In this, as in all other Work-Experience participation, the teacher needs to determine whether the student has adequate insurance coverage while at the work station, and while going to and from this station.

## SUPERVISION AND EVALUATION OF STUDENTS

Supervision is extremely important, as it enables the Coordinator to observe the student on the job and to evaluate the activities to which he is assigned. The Coordinator will be responsible for grading the student. The employing Agency may give the student a grade, but Agencies will vary tremendously in their grading systems. The Coordinator will, for the sake of fairness, have to take into consideration the grading practices of the various Public Service Agencies, and adjust the employer's evaluations in light of his own observations of the student on the work station.

Many Work-Experience Education Guides call for the Coordinator to visit the place of employment twice each semester. Once a month would be a more effective Public Service visitation. Such a policy can help avert problems which might get out of hand. If a student is not performing satisfactorily, the Supervisor may ask the department head or manager to call the Work-Experience Coordinator. The Public Service manager may or may not remember to do so, or may wait several days before contacting the Coordinator. Even if the manager does so immediately, the problem still may not be accurately described. To correct problems or alleviate disturbing events, the Coordinator needs to get directly in touch with the supervisor and the student. Thus, if there is a line of communication developed by regular visits and the student knows it, there is much less likelihood of a problem developing.

## Chapter 5

# COMMUNITY INVOLVEMENT AND RESOURCES

## Chapter 5

# COMMUNITY INVOLVEMENT AND RESOURCES

### NEED FOR COMMUNITY INVOLVEMENT

In order to accomplish the specific program goals of Public Service Occupations classes, it is essential that all available information, knowledge, and "know-how" be utilized at all grade levels. A primary way for students to obtain accurate information about such items as occupational opportunities, career ladders, training requirements, entry level job skills, "saleable skills," and "life styles," is from the community. It is impossible to divorce the content of a Public Service Occupations curriculum from the needs, knowledge, and resources that exist outside the schools.

The benefits of using all kinds of community resources in schools are numerous. Community resources help provide both students and teachers with a more realistic picture of actual life and work situations, needs, and problems. The use of concrete, firsthand illustrations and demonstrations clarifies and makes more relevant the teaching-learning process. Utilizing community resources exposes and clarifies the interdependent relationships that exist in a community. In short, community resources can be used to merge career education concepts with real-world needs and understanding.

RESOURCES
FOR
COMMUNITY
INVOLVEMENT

## COMMUNITY RESOURCES

### What are Community Resources?

In the context of the Public Service Occupations Curriculum Program, *community resources* can be defined as those locally available people, materials, and services which are useful and valuable for educational purposes:

*People* - Any individuals outside the schools who can provide special expertise to augment any learning situation. As such individuals relate specifically to Public Service Occupations concerns, they might provide information about occupations, career training, life styles, skills, and career ladders. They might also clarify requirements for obtaining jobs, and make clear the relationship between learning activities in school, and requirements for successful job applications at a later time.

When considering human resources from the community at large, it is important also to not forget the wealth of talent, expertise, and valuable experience from individuals within the school community: the student body, the teaching staff, and parents. An impressive listing of hobbies, avocational interests, other job experience, life styles, and leisure time activities can be accumulated for use by students. Finding and making use of these resources should never be eliminated from the general search for ways to enrich the curriculum and the students' experience and knowledge.

*Materials* - Items available from commercial manufacturers of educational products; also, many free and inexpensive films, audio-visual materials, displays, demonstration kits, and other products produced by business, industry, and local organizations with emphasis on particular services, products, or areas of related interest. Many of these materials deal with jobs, training, attitudes, and job-interview skills, as well as such subject areas as economics, history, consumer education, ecology, and science.

*Services* - Such diverse activities as participation in teacher and counselor inservice workshops; paid and exploratory work experience for students; service on educational advisory committees; and making available in-house training opportunities to students, teachers, and administrators.

How are Community Resources Identified?

A variety of attempts have been made by local groups such as "Industry-Education Councils," to gather information about community resources that are available in support of educational programs. Examples of such efforts include:

- Community Resource Directories - Listings of local resources (people, materials, and services) from various local businesses, industries, organizations, and community groups available to the schools. Each individual listing would indicate a contact person in the business, industry, or organization, together with telephone numbers or addresses. In addition, other specific notes might be included as to frequency of availability and numbers of students or teachers to be accommodated.

- Ad-Hoc Community Resource Committees - Committees of influential and knowledgeable representatives from Public Service occupations. These committees provide resource personnel, materials, and information to school personnel as requested.

- Career Conferences - Periodic local conferences sponsored for students in a given school district or region, developed around a Public Service Occupations theme, and including representatives from local, state, and federal government.

These representatives, covering broad ranges of jobs, occupational, and life-style concerns within government, are available to talk with students about such matters as training, union requirements, entry-level skills, salary, working conditions, career ladders, and the way people within those job areas live their lives.

- In-Service Training Programs for Teachers, Counselors, and Administrators - Workshops and seminars developed to present better understandings of career education concepts, focusing on local community resource development and utilization. Such workshops provide personal contacts for the school participants, and offer them opportunities to become familiar with the kinds of materials, programs, people, and services each organization can make available to the schools. The workshops have been organized in several ways:

    - School or district-sponsored in-service training courses. Teachers and counselors are provided release time to participate in the training activity; or, if after school hours, they receive incremental district credit;
    - Weekend workshops sponsored cooperatively by local Industry-Education Councils, and public or private colleges in the area. College credit can be received by participating teachers and counselors;
    - Extended summer school courses for credit through local public or private colleges;
    - Community sponsored in-service activities for teachers and counselors.

- Exploratory Programs Developed Around Specific Occupational Areas - Educational program packages are developed in cooperation with Agency personnel to provide participating students with in-depth instructional course work in specific occupational areas, such as management, airlines, health, and ecology. Agency personnel share a portion of the teaching activity and course preparation, while classroom instruction is augmented by a variety of observation and exploratory experiences at the Agency. A very limited number of these programs have been organized on an intra- and inter-district basis, to permit better utilization of resources and provide more student participation.

- Work-Experience Education Programs - Because of their diversity, no attempt is made to describe the general, exploratory, and vocational Work-Experience Education Programs that are presently operating in many high schools under well-defined state guidelines. These programs should certainly be included in all coordinated community resource efforts with a given school or district. Personnel from such programs are particularly well qualified to assist in further identifying and assessing the resources of the business community.

## WHAT PROBLEMS ARE ASSOCIATED WITH COMMUNITY RESOURCE USAGE AND ACCESS?

### Separation of Community and School

Probably the greatest single problem to any community resource access program is the isolation of the schools from their communities. This isolation creates a hesitancy on the part of both schools and adjacent communities to approach one another. Symptomatic of this isolation is the fact that most school personnel have had limited experience outside education. It is significant that even their formal training rarely, if ever, provides them information or experience in the world of work outside academia. Consequently, many school personnel are ill-equipped for society-based learning programs. They lack the skills, knowledge, and confidence to properly approach their communities for resources that will support and augment school programs and student activities. Instead of seeing the community as an extension to their own knowledge and expertise, such personnel may feel threatened rather than encouraged by the existence of these possibilities.

On the other hand, the community, in its isolation from the educational establishment, is often fearful of involvement in educational programs. These fears are reflected in misconceptions about school youth; misgivings about their own abilities to share meaningful and useful information, experience, and knowledge; anxiety about becoming overwhelmed and innundated with requests for help once it is offered; and some reluctance, principally resulting from misunderstanding and ignorance, to experiment with new forms of community-school instructional models.

## Lack of Coordination within Schools

Even when the community is eager to participate in school programs, lack of coordination within the school system of the various programs that utilize the community sometimes makes access to the "right" contact in the school difficult, if not impossible.

Anticipating ever-increasing numbers of demands on the community for support and augmentation of expanding career education programs, the need for coordination among these programs becomes quite apparent. Innundating a community with increasing numbers of requests to support similar programs in many schools, districts, and other communities is a quick way to "close the door" to resource access. Educators must begin to develop methods and processes to coordinate like programs -- particularly since these programs affect businesses and organizations where several schools, districts, or communities would be close enough to share the same resources.

### Developing Lines of Communication

Ways must be developed to begin to share the information available about the resources of a given community with all levels of school personnel. All school personnel must be provided with this knowledge about the world of work and their respective communities, before their students can expect to receive appropriate reinforcement through related instructional and counseling activities. Unless programs are developed and such development communicated to others through in-service workshops or seminars, utilization of identified resources will be limited and sporadic. A point worth emphasizing: most teachers or counselors have neither the knowledge nor the tools with which to effectively integrate Public Service career education concepts and practices into ongoing teaching and counseling programs and activities without community and administrative cooperation.

If teachers and counselors are not aware of the availability of community resources, or if they don't know how to use them effectively to augment the Public Service program, the resources will not be used. It is as bad to over-utilize a community resource as it is to under-utilize a developed and ready resource, or to not use it at all. To solicit and encourage participation on the part of an individual or business in the community implies usage. A way to quickly "turn off" a ready resource is *not to use it, or to misuse it*.

Most school districts will initially protest that there are not enough dollars to support staff or ongoing programs, much less adding a new program in Public Service education, or providing the opportunity for the staff to coordinate community resources which may seem far divorced from the teaching process.

PLANNING
FOR
COMMUNITY
INVOLVEMENT

## WHERE TO BEGIN

Several general areas should be considered, subjected to careful planning, and examined as appropriate foundations for any practical integration of community involvement in Public Service Occupations Programs. As a beginning step, schools need to look at questions of feasibility -- defining programs and their needs, assessing concurrent staff training problems, and identifying essential elements of the Program coordination.

In the increasingly complex and difficult world of today, the inability to provide students with information about the world-of-work and the kinds of skills, attitudes, and requirements they will need to become useful and productive citizens, is to fail in one of the primary missions of the schools.

Many school districts are already operating some programs that utilize community resources: Work-Experience Education (general, exploratory, vocational), community labs, volunteer activities, speakers' bureaus, etc. Generally such programs operate autonomously and little coordination of effort or sharing of information is carried out. A first step, therefore, should be to begin to identify the programs, resources, and extent of participation and usage in progress at the time. This might be accomplished in several ways:

- through the efforts of paraprofessional personnel assigned the task;
- Send out "back-to-school" letters to parents in September inviting them into the school. Write explicit newsletter invitations;
- Invite parents and community leaders to "open houses," "career nights," etc.;

- Invite parents and other citizens to speak to the Public Service Occupations classes;

- Invite community organizations to meet in conjunction with the classes;

- Provide specific adult programs, or continuing education classes, in areas directly related to Public Service Occupations.

## Going Into the Community

It is equally important that the Public Service Occupations teacher should make himself (or herself) visible to the community, and to become involved in community affairs. The teacher should appraise the community of the strengths and possibilities of the Public Service training. This can be implemented by:

- Appearing at community functions;

- Joining community organizations;

- Maintaining a "speakers list" of school personnel who are willing to speak or demonstrate the Program at meetings, and make community officials and organizations aware of this availability;

- through active support of a volunteer effort from the community;

- by providing sufficient time to a counselor or teacher to undertake the task;

- by hiring a Community Resource Coordinator to work with a specific school(s) or the district as a whole.

## Identification of Programs

Individual, concise statements should be prepared for each program which utilizes resources in the community. These should include program aims, and possible benefits to students, teachers, counselors, and community participants from such programs. Descriptive statements should be aimed at persuading participation of both non-school and non-academic people.

Outline expected assistance to each program from the various cooperating community groups or resources, including:

- what the student is expected to learn;
- number of students who will particpate;
- the time, and how often, the community resource will be needed by the program;
- planned feedback from the community resource participant;
- planned evaluation.

## Preliminary Steps to Involving the Community

In addition, the program director or coordinator should:

- Find out if there are other programs in the school or district that already use resources in the local community;
- Determine resources that are being tapped;
- Determine use of these resources;
- Determine frequency of resource use;

- Determine any problems with present programs.

## Identification of Resources

Identify possible community participants and their responsibilities, or resources which may be used in the Public Service occupations classes, through assistance of such groups as the Advisory Committee, the Chamber of Commerce, and leaders in other local community service organizations. Consult the yellow pages of the Telephone Directory, club membership lists, want ads, community resource directories, and volunteer bureau listings.

Special attention should be given those resources for which the demand is great and access limited. Every effort should be made to consolidate program activities which directly use such resources and to establish clear lines of liaison and coordination.

Do not overlook the wealth of talent, expertise, and valuable experience of the school community: the student body, the teaching staff, and parents. Impressive listings of hobbies, avocational interests, other job experiences, life styles, and leisure time activities can be accumulated for use by students and in the classroom.

Seek the help, advice, and coordination of other school personnel who utilize the community in ongoing programs and activities, and can help in identifying resources, and eliminating duplication and resource overuse.

## Need for Centralized Coordination

The need to centralize coordination of the Public Service Program within the school building and at the district level is essential for these reasons:

- To ensure that communication to the community resources is clear and that all participants understand what their responsibilities to the program and students are;

- To ensure that resources from the community are not over-used, mis-used, or under-used;

- To avoid simultaneous requests for essentially the same service, such as the same speakers requested for several science classes at different times within one school;

- To eliminate confusion as to who is responsible for what and for whom, and to ensure that community resource people from the community know to whom they should direct questions and complaints;

- To serve as an information clearinghouse for district and school personnel as new community resources are identified and older resources eliminated;

- To publicize programs using community resources within the school and/or district to facilitate greater student involvement and teacher cooperation and exchange.

## Resource Coordinator

One approach to consolidating resource access is to identify an individual to act in a liaison capacity to a specifically limited, but desirable, community resource, industry, or organization. This individual could coordinate access to the resource for several schools or districts, or the region, and thus eliminate duplication of program and school effort. This approach will require the development of greater flexibility in staffing and programming on the part of schools to attain effective and efficient utilization of the community.

The Resource Coordinator, or any teacher or other individual expected to oversee community resource identification, development, and coordination activities, should have a basic understanding of Public Service concepts and of some program activities that might be initiated. Such a person should:

° Have the respect of school personnel at all levels;

° Utilize the capabilities and talents of school personnel in achieving these tasks;

° Have the confidence to directly approach individuals from the community-at-large either by phone or personal interview;

° Have good oral and written communication skills;

° Be persuasive and personable and be able to get along with different kinds of people and situations;

° Have a good understanding of the school organization, and a familiarity with both teaching and counseling functions;

° Have a clear understanding of business and Agency organization, operations, and functions.

IMPLEMENTING COMMUNITY INVOLVEMENT

## OBTAINING COMMUNITY PARTICIPANTS

Analysis of the inventories of programs should begin to establish tentative listings of resource needs. These can then be matched against the inventory of resources for initial identification of possible potential participants in program presentation. This list can be expanded by contacts with Public Service Agencies, and other community organizations and agencies -- by getting acquainted "Downtown." Utilize such methods as these:

° Developing and maintaining a file of Agencies and contact persons;

- Contacting the local State Employment Service for assistance and information on placement services and to identify potential participants or ultimate employers;

- Developing personal contacts with Agencies, administrators, personnel managers, and civic groups;

- Attending civic clubs such as Rotary, Kiwanis, Lions, or Chambers of Commerce; offering to speak or present programs;

- Subscribing to appropriate trade and business journals;

- Contacting local agencies for the physically and mentally handicapped, or for the disadvantaged.

Make contacts to potential community participants, with ample lead time, by judicious and frequent use of telephone and personal interviews. It may be desirable to pave the way for some contacts by arranging introductions through school personnel, parents of students, other community leaders, or mutual friends. Involvement of others at all stages adds motivation and interest.

Selection of the optimum contact method for each potential participant should be determined with care to insure the most effective approach to that individual.

Initial contacts should be confirmed, or followed up, by personal letter. The timing and form of such letters are essential factors. The writing must embody careful phraseology and tactful confirmation of objectives, needs, and scheduling. Always say, "Thank You"!

## MAINTAINING PARTICIPANT INTEREST

Participant interest and motivation must be maintained on a high level.

Ongoing programs, and their contributing participants, should be monitored, in an unobtrusive and tactful manner. This should consider schedular requirements, but be done thoroughly and effectively.

Contacts should be primarily directed toward obtaining cooperation. Attention should also be given to eliciting unprejudiced evaluation of programs and participants, with suggestions for action or improvement, and meaningful feedback.

Respect any "idiosyncrasies," sensed or found, in the contact person. At the same time, don't be afraid to admit a mistake, and to remedy it promptly. Be honest with all participants. If the ideas of potential or actual participants are good, use them, and let the suggestor and others know of this use.

The community should always be kept involved, and no contact should ever be just "taken-for-granted."

## Bringing the Community Into the School

An important factor in keeping interest on a high plane is to literally "bring the community into the school." Make school facilities available to citizens who want to see the school and the Program in action.

This may be approached in a variety of ways:

- Make the community feel welcome and needed when they come to the school. Many adults will be uneasy about entering a school uninvited;
- Involving students and parents of students as speakers, and as performers or demonstrators;
- Providing community service projects. Provide for adult

supervision (either from the school or from the community), but let the students organize and direct activities;

- Encouraging volunteer participation;

- Visiting in homes, offices, and on-the-job. Make appointments in advance, by telephone, or by mail. Find out where the person feels most comfortable -- at home or on-the-job.

Providing Information About the Program

The community should be kept aware of the Program, and of its value to their children, by providing the community with updated specific information on a scheduled basis.

Public information programs should be well and carefully planned and organized. A planned program of community relations will not guarantee good will. It will, however, afford a greater possibility of creating it than would unplanned programs.

This activity may be implemented through such media as:

- Preparing a school catalog, student handbook, or program brochures, with information relating to Program aims, objectives, curriculum, and needs;

- Preparing and distributing newsletters, on a regular schedule. Include telephone numbers and names of school personnel. Encourage student input;

- Use Calling Cards, with as much pertinent information as possible;

- Prepare Posters, and distribute widely, as at shopping centers and recreational facilities;

- Release news items to all local mass media. Write in newspaper style (relatively direct and short). Include a wide selection of possible photographs;

- Participate in radio and television talk shows;

- Use radio and television to desseminate career information and recruit students;

- Maintain a high degree of honesty in all activities. Be frank, and "level" with the community.

## DEALING WITH PEOPLE

Community resources and their identification, coordination and usage essentially involve *PEOPLE*. When interpersonal communications in any school-community program are reduced to routine or to impersonal dealings, the program will lose its vitality, strength, and effectiveness. The long-term success of any program that goes beyond the school to the greater community will depend in large part upon the continued sensitivity and human approach that is initiated and sustained by all participants.

People are the key factors in all Programs or activities. Without the commitment and assistance of others, programs die. Nothing happens unless the teacher or administrator can talk someone into helping, or they see they have something to gain from the Program or school.

There is little new to say about how to persuade people apart from the obvious need to respect and to appreciate them. The teacher or contact person should try to understand the position of others, to see the world as they see it. Assume that they are good at what they do and interested in helping. Be open, honest, and direct with others, but learn to recognize when tact is required. Openness and candor are the best policies for continued fruitful contact.

By all means, keep *your* commitments.

## USE OF PUBLIC SERVICE ADVISORY COMMITTEE

It is essential that a Public Service Advisory Committee be formed (preferably by the instructor) to actively participate in the development and maintenance of the program. The Advisory Committee will help to assure support by the community through the active involvement of community people in the planning and implementation stage. The Public Service Advisory Committee should be reflective of the social, economic, and political characteristics of the community. Its membership should include leaders and representatives from such organizations as federal, state, and local civil-service employment agencies, community colleges, and other public service agencies. Membership on the Advisory Committee should also include representative parents and students.

### Purpose of the Advisory Committee

By definition, an Advisory Committee is one enpowered to give advise, counsel, recommendations, or warning. Public Service Advisory Committees are organized for the purpose of providing administrators and educators with otherwise difficult-to-obtain information to be used in the planning, development, delivery, and evaluation of Public Service Occupations Programs.

*It is important to stress that a Public Service Advisory Committee is not a substitute for administrators or teachers, nor does it have decisional authority over their programs.* Its power is one of persuasion and will exist in direct proportion to the diligence with which the members perform their duties, and the willingness of district personnel to make effective use of their efforts.

The primary and overriding purpose of the Advisory Committee, then, is to be a multifaceted communication device between the Public Service Occupations Program and the community from which it draws its students, and into which it sends its graduates. Virtually every overworked administrator and teacher would agree that there are simply not enough resources of time, money, or personnel available to permit them to remain really aware of the constantly changing tools, techniques, qualifications, and hiring patterns of *any one* (not to say *all*) of the crafts, businesses, or professions. It is this void of information which the Advisory Committee is assigned to bridge.

The information exchange need is not one-sided, since a wisely selected and carefully directed Advisory Committee can also perform invaluable services in communicating the goals and needs of the Program. The Advisory Committee can thus secure for the Program, the support and cooperation it might otherwise be unable to obtain.

## Size of the Advisory Committee

There can be no fixed rule as to the optimum size of an Advisory Committee. Some "rule of thumb" figures based on experience will be offered, as basic principles considered most important in determining number of members:

- Bear in mind the volunteer status of the Committee. It must be large enough so that its enthusiasm is not needlessly sapped by placing too heavy a workload on the individual members.

- The Committee should be large enough to insure its ability to communicate with all relevant sectors of the community, and to provide the District with expert advice on all facets of the Public Service Program.

- Typical matters on which the Program staff will seek the Committee's advice may deal with subjects on which well informed and reasonable people can, and frequently do, hold honestly differing opinions.

- Therefore, if the school or District is to secure the best opinions of an enthusiastic, working Committee as a foundation for decision-making, it must also create a Committee small enough so that every member's opinion can be heard, and within which honest and productive debate can proceed when it is necessary that a consensus be reached.

On the basis of the above criteria, it would appear that a Committee with between fifteen and twenty members should be appropriate. The size of the community and the diversity of the program have direct bearings on size, and in some cases may mandate a smaller Committee with as few as (or even less than) ten members.

## Composition of the Advisory Committee

The composition of any Advisory Committee is one of the most critical elements affecting its success or failure. This is certainly true when establishing a Public Service Advisory Committee. The composition must be viewed as a dynamic model capable of adjusting to any need.

Public Service Agencies are changing constantly. There can be few things more embarrassing to a district, or more cruel to a student, than to discover that the acquired education is outdated. It is highly unlikely that any District, Department, or teacher making effective use of a properly established Advisory Committee will ever be in that not-so-rare predicament.

Since many diverse governmental agencies are a part of Public Service, it is thus a necessity that considerable judgment be exercised in Committee selection. The personnel responsible for Committee composition and membership nomination at each level must always bear in mind, "What do we need to know to make and keep our program tuned to the times?" and "Who are the people who know these things?"

A properly oriented Committee comprised of persons truly knowledgeable in each of the Public Service occupational fields will provide the district with more than enough reliable information and imaginative suggestions. Such solid recommendations from the Committee can virtually assure that program planning, development, and maintenance processes are always relevant.

While there are no established criteria for the composition of Public Service Committees, the following guidelines could well be considered:

- The Committee members should be "decision makers" in their respective Public Service Agencies. A department head or business chief can open up many doors for a Public Service class.

- If the head of the Agency cannot make the necessary time commitment, the Manager should designate a suitable replacement. This alternate could report to the department or bureau chief when required, to keep all doors to the local Agency opened.

- A director or assistant director for personnel or training within an Agency will often make an excellent Public Service Advisory Committee member.

- When developing an *ideal* Committee, remember that committee size dictates a parsimonious approach in the selection of resource people. Choose people whose knowledge and skills will complement each other.

- A conscientiously selected Committee, carefully oriented and imbued with a sense of responsibility, will invariably identify its own shortcomings and will move quickly to fill the voids in its own abilities. The Committee may do this either by suggesting additional membership, or by resorting to its own resource people.

## Function of the Advisory Committee

The function of an effective Advisory Committee is determined by the needs of the program, as seen jointly by the teacher, the administration, and the Committee members. In those instances in which Public Service Advisory Committees are not functioning properly, the failure is often due to several factors, such as:

- The teacher and staff do not know how to work with the Committee;
- Committee members do not understand their role as advisors;
- Committee members are not aware of whom they are working with in the school system;
- There is no clear understanding of what the Committee's function is, or what the members can advantageously and properly do.

General functions of the Committee are in the areas of student recruitment, selection, and placement; student recognition; teacher assistance; public relations; and program instruction. Specific functions include such items as:

- Keeping school personnel informed on current requirements relating to cluster curriculum;

- Assisting in the evaluation of the Public Service Occupations Program;
- Making recommendations as to community needs in the area of vocational education programs and courses;
- Assisting in community surveys;
- Acting as a sounding board for new ideas;
- Assisting in course and curriculum planning, including course content (in an advisory capacity);
- Providing advice on the selection and use of equipment and facilities needed for instruction;
- Assisting in developing appropriate projects when the project method is utilized;
- Providing input into the development of long-range plans;
- Assisting in conveying information to the community about the Program;
- Providing speakers to address trade and civic groups covering Public Service education and training program in the school;
- Participating in radio and television programs designed to promote Public Service career education programs;
- Providing assistance in preparing and printing informational publications designed for student recruitment and governmental employer groups;

- Serving as a source for securing community resources;
- Arranging for resource teachers from Public Service Agencies to assist regular teachers;
- Assisting in securing adequate training stations for students involved in the Preparation level of Public Service training;
- Arranging summer employment for teachers and/or Public Service students;
- Recommending criteria pertaining to Public Service employer expectations of students;
- Assisting in establishing realistic achievement levels for entry-level skills;
- Informing school personnel about current employment requirements relating to a given career;
- Providing prizes to outstanding students and groups;
- Assisting students in securing employment;
- Providing guidance in wage and hour problems;
- Providing financial assistance in certain instances;
- Acting as an instructor appraisal committee as the need arises;
- Participating in employer/employee banquets and other special functions.

This list is not inclusive, yet it does cover the major areas of concern. It is important to note that the success of the

Committee in carrying out these functions will depend on the ingenuity of the school representatives and the quality of the relationship of the school representative with the Committee chairman and individual members.

## Forming the Public Service Advisory Committee

Much of the success of an Advisory Committee is determined by the manner in which it is formed. There are many ways by which Advisory Committees can be formed; however, the basic steps and procedures for organizing Advisory Committees have been well established. The suggested basic procedures which follow are drawn from numerous studies in several states where the use of Advisory Committees has been of long duration:

° Discuss the purpose, need, functions, organization, and conduct of Advisory Committees with appropriate school administrators, parents, and other patrons of the school. Concise, written, mission and goal statements for Committee establishment are suggested. General areas wherein Advisory Committees can be useful include:
  - The Committee can give advice, make recommendations, and provide service otherwise not available;
  - The Committee can interpret the Program to the Community and involve the community in education;
  - The Advisory Committee in no way usurps any of the prerogatives of the Board of Education, or the administrative, or teaching staffs -- this must be pointed out.

° Meet with the local school boards to discuss the question of organizing an Advisory Committee. Topics to be discussed with the Board might include:
  - Why do we need an advisory group?
  - How will the Advisory Committee be used?
  - Why organize a Committee at this time?
  - Who is responsible for the Committee?
  - What advisory and what policy decisions can the Committee make?

- Nominate, select, and appoint the Advisory Committee. There are no specific rules or formulae for nominating or selecting Advisory members. However, certain basic considerations must be kept in mind, such as the three alternatives shown in Figure 15, below:

| Alternative A | Alternative B | Alternative C |
|---|---|---|
| (1) Obtain Board approval | X | X |
| (2) Develop criteria for selection | X | X |
| (3) Obtain suggestions from others | Establish temporary Committee | Board appoints nominating Committee |
| (4) Develop nomination list | Temporary Committee selects possible Committee members | Nominating Committee selects members to serve on the Committee |
| (5) Officially contact prospects | Contact prospects | Contact prospects |
| (6) Appointment by Board | Appointment by Board | Appointment by Board |
| (7) Notification | Notification | Notification |

Figure 15 - Alternative Methods of Committee Member Selection

## Working with the Advisory Committee

Success or failure of the Advisory Committee will be largely determined by the interface activities between the Coordinator and the Committee. Likewise, all other community contacts are equally sensitive to proper interrelationships.

It is essential that the Committee should be oriented to its role reflecting its advisory and consultative capacity. The advisory capacity should not be infringed upon -- the time consuming detailed work is not a part of the Advisory Committees function.

The maximum potential of the Committee can only be realized if the Committee is fully and accurately informed on the actions of the institution. To assure this, regular meetings must be held with prepared agendas; accurate minutes recorded, filed, and distributed to each member; and reports prepared and distributed on items under discussion.

A fundamental premise to be followed with the Advisory Committee, as well as the entire community relations program, is *honesty*. Be sure the group is honestly informed concerning activities. It is *not* advisable to provide only the positive aspects to the Group. If negative situations are encountered, inform the Group of the circumstance surrounding the situation, and seek its assistance in arriving at a solution. The "hands across the table" concept with business and Agencies must be viable to have quality educational programs.

Working with the Advisory Committee in an affective manner requires the ability to:

- Persuade, not pressure, and demonstrate leadership qualities,
- Perform in a diplomatic and professional manner,
- Be a good listener and respect the opinion of others,
- Be firm when the situation demands,
- Be consistent in operation and command respect,
- Be an effective communicator,
- Operate from a base of knowledge,
- Delegate authority and responsibility,
- Practice human relations at all times,
- Accept criticism,
- Plan and organize,
- Make valuable use of the Coordinator's time,
- Utilize effectively the resources available.

## Advisory Committee Meetings

After the Committee has been appointed, and the meeting place for the first meeting has been arranged, the following topics could well be covered at the first meeting:

- orientation of the Committee;
- selection of officers;
- Committee operations;
- term of Advisory Committee member service;
- frequency of meetings;
- how vacancies are filled.

By the end of the first meeting the members should have a clear picture of the educational structure involved in the area in which they will be serving. They need to know again that their role is advisory in nature, and that their advice is being sought out with the intent of giving their recommendations careful consideration.

*Getting off to a good start is the key to creating an effective and enthusiastic Committee.* Involving the Committee in the program planning at the outset will help to insure success.

Committee members should be given a general orientation to the Public Service Career Cluster.

Remember that members of one occupational group, such as social services, may be totally unaware of either the existence, or the role, of other occupational groups in Public Service, such as transportation services, or resource management.

## Follow-Up After Meetings

When the first meeting is over, several significant items must be accomplished if the Committee is to remain stimulated on a continuing basis and not become stagnant. The most crucial element is follow-up. As far as the school representative is concerned, this is where the most important work begins. The following items deserve immediate attention:

- Write up minutes of the meeting and mail copies to members within 24 hours. These should be action minutes which include the actions taken, not what was said.

- The school representative should arrange a meeting with the Chairman within one week for a short session to evaluate the meeting. Even a very successful meeting should be evaluated to identify reasons for its success. Some of the items that should be considered include:
  - Was the Committee function clearly defined?
  - Were pre-planned objectives met?
  - Was the meeting conducted satisfactorily?
  - Was the preparation for the meeting adequate?
  - What products were accomplished?
  - What were the strong points of the meeting?
  - What were the weak points of the meeting?
  - What is a fundamental analysis of transactions?
  - What suggestions for improvement can be made?
  - Who should follow-through on special assignments? (The Chairman may want to do this.)

- Take necessary actions and recommendations.

- Transmit recommendations of the Committee to the School Board and to the Superintendent or Chief Administrative Officer.

- Send thank-you notes to special participants. (This is essential!)

## Chapter 6

# ARTICULATION OF PUBLIC SERVICE PROGRAMS

## Chapter 6

# ARTICULATION OF PUBLIC SERVICE PROGRAMS

BASIS FOR ARTICULATION COMPONENTS

Any school that implements the Public Service Occupations curriculum should develop an articulation component in conjunction. Development of such a component is a matter of importance to insure that the students receive relevant, comprehensive, and efficient training for their chosen occupations, with an understanding of the entry options available to them. Articulation is time consuming; however, there are distinct benefits:

- the schools will benefit by offering superior programs,
- the post-secondary institutions will acquire students with realistic expectations;
- the students will be equipped with the knowledge and skills necessary for employment in their chosen career.

Potential problems in curriculum coordination and student matriculation in a post-secondary institution can be anticipated. The procedures suggested for the local educational agency in this guide should either help prevent articulation problems from developing, or at least make them more manageable.

## WHAT IS ARTICULATION?

A few terms are briefly described with regard to their usage herein. Although some readers may not agree with the definitions, they are presented in the interest of clarity and reference:

- *Articulation* refers to the relationships between educational programs which are designed to provide a smooth transition for the student from one educational program to another. This movement of the student between programs can be either horizontal or vertical;

- *Horizontal articulation* includes those relationships between programs, courses, or activities which exist at any one educational competency level and provide a coordinated educational program for the student.

- *Vertical articulation* refers to those relationships which exist between institutions, programs, courses, or activities, and provide a coordinated program for a student moving from one educational competency level to the next.

## BENEFITS FROM GOOD ARTICULATION PROGRAMS

A good articulation program is built upon teamwork between the various levels of our education system. The school officials must assume a major responsibility for facilitating a continuous and efficient education program for their students. A strong articulation program will:

- insure that there are no gaps in the Public Service Occupations Curriculum;

- insure the minimum amount of duplication in the curriculum;

- interrelate the various areas of the curriculum;
- provide for a smooth transition from one institution to the next.

The transition from high school to college, or to the world of work, is difficult at best. If the articulation program is inadequate, many of the Public Service Occupations students may be side-tracked into other jobs or training programs. In some cases, students, out of necessity or ignorance, will accept the immediately available jobs, even though the wages are low and there is little opportunity for advancement. Others will be convinced by unrealistic promises to enroll in short-term training programs.

Post-secondary institutions, colleges, and employing governmental agencies will all benefit from a sound articulation program and from the resultant facility in flow of communication. The secondary school will serve both as a skills training center, and as a screening agent. This means fewer failures in college and on the job. A well-articulated Public Service Program should also provide governmental agencies with employees who do not need extensive training after they are hired.

Despite the fact that not much has been written about articulation between elementary, secondary, and post-secondary institutions, programs do exist that warrant study. For example, the physical education and athletic programs have well developed and good functioning procedures at the present time:

- the secondary coaches scout the junior high school,
- The high school athlete is in turn scouted by the college coaches,
- The professional teams then scout the college athletes.

It appears that the athletic coaches have worked out a strong articulation program for their students all the way through high school and college up to the level of the professional athlete. The students are given special guidance in the areas of college selection, admissions requirements and procedures, and financial opportunities. The coaches have a carefully articulated set of standards to use in evaluating both the students and the programs.

Other examples of articulation may be found in business education and child development programs. In most strong articulation programs, the flow of communication is from teacher to teacher, counselor to counselor, or administrator to administrator.

DEVELOPING AN
ARTICULATION
COMPONENT

## ASSIGNMENT OF ARTICULATION RESPONSIBILITIES

A strong articulation program takes much time and work, and time must be allotted for the person assigned the responsibility. It is logical to assign a share of the responsibility to the teacher, the counselor, and the administrator. A joint effort between these levels provide the key to a successful articulation program, since these people have the most knowledge of the students, the curriculum, and the institutions through which the students must pass.

### The Teacher's Responsibility

It is important that the teacher should assume a leadership role in articulating the Public Service Occupations Program -- the teacher is the most important ingredient in implementation of the curriculum.

The teacher is responsible for various phases of the Program:

- planning the classroom activities;

- scheduling speakers, field trips, and movies;
- ordering printed materials, books, or professional and trade journals.

However, the teacher must also be provided time and money for these activities.

If a Work-Experience Program is developed, the teacher must assume a major responsibility for the success of the program. A secondary student placed in an agency may be either a great public relations person, or a source of embarrassment to the school district. The school cannot afford to turn students loose upon Public Service agencies without first screening and training them as to what the employer may or may not expect and demand of them.

The teacher is the person in the best position to do the necessary screening, training, and orientation of the students, so that the students can be matched with the job situations that are available. The teacher needs to know what the daily routines of the receiving agencies are, and the personalities of the people involved. From this vantage point, the teacher can select the students for field placement. The teacher should evaluate the students' personal appearance, attitudes, personality, and marketable skills before placing.

Establishing these procedures for work-experience should help greatly in opening another valuable avenue of communication between the school and the community. In addition, it should help to orient the students so that any post-secondary training they pursue will be of greater meaning and relevance.

The administration and teacher will have to decide whether or not the field experience should be a paid or a non-paid experience. The students and the Agencies have a tendency to respond more favorably to paid programs than to non-paid ones. This is evidenced in the students' attendance, attitudes, and willingness to enroll in the programs.

These Work-Experience Programs provide the students with valuable information relative to articulation concerns. The student can make more realistic career choices after a relevant work-experience placement. Therefore, the student is in a better position to decide about various post-secondary options. For example, a student's decision whether to enter employment immediately, or to attend a community college, may depend in part upon how well or how poorly the secondary and community college Public Service Programs are articulated.

### The Counselor's Responsibility

The counselor's role in a good articulation program is much greater than merely programming the proper students into the class, or advising them of the occupational requirements. It also involves advising students concerning additional electives that would be of value in a Public Service career, and courses that must be taken for enrollment in a post-secondary training program.

Counselling Concerning College Admission Requirements - The fact that some colleges have rigorous entrance requirements, while others have open-door policies, is confusing. Students are often unaware of the fact that different colleges have different entrance requirements. It is all too common to overhear high school students say that they must have four years of a foreign language to go to any college, which of course is not accurate. One of the first responsibilities of a counselor is to see that the correct information regarding admission to the various Public Service Occupations training programs is in the hands of the students.

The counselors in the secondary schools need to develop procedures to aid in the articulation process. The vital link between the high school and post-secondary experience will be much easier for the students if the counselors establish appropriate procedures, such as these:

- College catalogs should be reviewed annually and updated, and old catalogs should be discarded. This should be done in the Library and Career Center, as well as in the counseling offices.

- The counseling office should distribute to students annually a handout outlining:

  - Enrollment procedures for the local community college, state colleges, state universities, and other public or private institutions that recruit a number of local students;

  - Dates by which applications for admission, scholarships, and loans; financial statements; transcripts; etc., must be sent to the college;

  - Entrance examinations that may be required for specific institutions, together with information on minimally accepted test scores (if known);

  - Financial pictures for each of the broad categories of colleges, and the outlook for scholarships, loans, and part-time employment;

  - Employment records of the graduates of the various schools;

  - The materials normally included in a student's transcript, with suggestions on methods for the student to get them forwarded, and the cost for doing this.

- The counseling office should invite college representatives to the high school campuses to explain programs, and to let the students know that they are wanted and welcome.

Counselling Concerning College Populations - Counselors need to be alert to the practical requirements of supply and demand, in addition to the stated entrance requirements. Although the stated requirements may not change, the real requirements for being admitted may be different. One community college program that is popular may have a two-year waiting list. There is also a notable variance between the actual admission requirements of the different institutions within a state system, variations which may be partially accounted for by the number of students seeking admittance. The students need to be informed and advised of these variations at the time that they are considering applying for admission. They should also be made aware of other factors in addition to grade-point-average and entrance examination scores that they anticipate will be considered when they apply for admission. Volunteer work or activity with church groups, Boy Scouts, or Girl Scouts, are all considerations which assist in either acceptance or rejection of a student's application for admission to a program.

Counselling the Educationally Disadvantaged - A small number of the students in a Public Service Occupations class will be educationally disadvantaged. These students will need special counseling and guidance about enrolling or continuing in special training programs. They often have doubts about their ability and the wisdom of spending money for education beyond high school when they could be working and earning, instead of spending, money. Many of these students will never register for the entrance examinations unless they are given special encouragement to do so. The classroom teacher may encourage them, but if the counselor reinforces this suggestion, it is much more likely to be followed. A team approach is by far the most effective. Both the teacher and the counselor should give the disadvantaged students all of the help possible to build their self-confidence. These students need to be aware of all the possible techniques for doing well on a civil service test. It is especially important for students wishing to work in Public Service to develop test capability and facility.

In some cases, counselors may need to contact the post-secondary institutions concerning students with special training or weaknesses to be sure that the students get the consideration that they should have. Sometimes the counselor may need to explain the secondary Public Service Curriculum to the individual at the receiving institution. Such personal contacts aid student's transitions from secondary to post-secondary institutions.

Continuity of Counselling - Program advisement should start in junior high school, and should be followed up annually in high school. During the senior year, when the student is preparing for entry-level Public Service work or advanced training, the counselor should review the student's planned program and high school record. Enrollment of the student in a Work-Experience Program presents another consideration that should be discussed and related to stated career goals and post-secondary training plans.

Counselling Concerning Transfer Credit - Community colleges offering both certificate and liberal arts transfer credit deserve special attention. Counselors must be careful to explain what is transferable and what is not transferable to the Public Service students. The counselors may prevent much misunderstanding and ill-feelings if they clearly communicate to the student the part of the Public Service program that articulates with selected community colleges.

Counselors have a significant and important role to play in the development and successful operation of any new program. Incoming freshmen or sophomores need to have the school's entire curriculum explained to them. The counselors must be the ones to do this since the teachers have their own responsibilities in the classroom. Students also gain much of their knowledge about curriculum from one another. However, when a new program is introduced, it falls upon the teachers and counselors to relay the information to the students. The Public Service Occupations title may be considered vague, and an explanation of course content is needed.

## SUPERVISING CURRICULUM COORDINATION

### Horizontal Articulation

Any new program in the secondary schools must be carefully articulated horizontally to avoid duplicating an already existing program. The Public Service Occupations teacher must know not only the scope and sequence of the other secondary programs, but which ones would have students who would enroll in the Public Service Occupations class. Even if there is a duplication of material, it is not a duplication of instruction if the students in the Public Service Occupations class have not had an opportunity to enroll in the other program. Adjustments in the curriculum may have to be made from semester to semester, if voids or overlapping of instruction are to be avoided.

The Work-Experience Program also needs horizontal articulation. Students who have been employed in city or county Work-Experience Programs should be informed of the Public Service Occupations Program, since they are likely to find it particularly helpful and meaningful. Other individuals, such as Directors of Neighborhood Youth Corps (NYC), should be asked to explain the Public Service Occupations Program to their students. This Program is designed so that the students should become better workers as a result of their training in the class.

Another closely related area is "Work Study." If the Work Study Coordinator is contacted, he can possibly arrange for funding to be provided which will permit some Public Service students to gain work in governmental agencies. Team work is the key to a successfully articulated program.

## Vertical Articulation

The administration must also be sure that the teacher, in implementing the curriculum, does so jointly with the educational systems which follow the secondary level. It is imperative that a team approach be developed, not only within the secondary system, but also between the high school and community college and the Agencies which have their own training academies. This is the only way to prevent duplication of programs, and to provide effective and efficient service to the students and the employing Agencies.

An innovative program being implemented in some districts is the sharing of facilities and staffs between two educational levels. Secondary counselors are serving on the staffs of community colleges during the evening hours as college employees. Counselors from community colleges are establishing regular visiting schedules to high school campuses. Similar arrangements can be made between junior and senior high school counselors. This sharing of staff should provide the following advantages:

- The secondary counselors would know the community college program, and have an understanding of and feeling for the problems and frustrations of the community-college students;
- The community-college counselors have the opportunity to get better acquainted with the high school programs, and to

deal directly with prospective students;

° The secondary-school students would obtain much more accurate information, since the secondary-school counselors are well informed, and community-college counselors are available for consultation.

High school students are permitted to enroll in many of the technical and trade programs in the community colleges throughout the country, providing yet another facet to the articulation process. It may be well to investigate the opportunities for allowing the enrollment of selected high school seniors in selected community college Public Service training programs. Such programs might include training for recreation aide, teacher aide, or fire science technician.

Another suggestion for administrators is to make provisions for Public Service field trips, which provide opportunities for the students to observe actual work environments. For example, at one demonstration site, a number of students, who had indicated an interest in working with the mentally retarded, changed their minds abruptly when they visited a facility for the mentally retarded. Conversely, other students who had never considered such work, took an interest in it. Experiences of this sort are only possible if the budget permits the necessary transportation.

IMPLEMENTING
AN
ARTICULATION
COMPONENT

## WORKING WITH THE ADVISORY COMMITTEE

The first step in implementing a sound articulation procedure (establishment of an advisory committee) has already been discussed. At about the same time, a survey should be taken of the students enrolled in the class to determine areas of key interest. Then contact should be made with training directors or personnel directors of the Agencies related to those interests. These people could be invited to join and serve on the Advisory Committee as well.

## SURVEY PRACTICES AND PROCEDURES

The second step in initiating a sound articulation procedure would be to visit Public Service Agencies. There should be a discussion of the actual training that workers in that field are given when they are hired. Many options are open for students going into different levels of Public Service. This makes the articulation process both nebulous and difficult to define and describe adequately.

### Law Enforcement Agencies

Law enforcement, for example, is always a popular area among Public Service students. The teacher could go to the local police academy and ascertain the entrance requirements, training provided, and the most needed attributes for high school graduates who desire to be qualified for admission to training.

In law enforcement, a student has basically five options open to him:

- First, he could apply for admission to a police cadet program. If accepted into the program, the cadet would receive an excellent and helpful experience which might lead to the probability of becoming a police officer at the age of 21 (18 in some areas).

- If the student is unable to get experience in this area, another beneficial option would be to enlist in the Armed Forces, and request military police training. Then, at expiration of his tour of duty, he could apply for a position as a law enforcement officer. Selection of this option would not only provide prior training and experience, but give valuable veteran's preference points in civil-service examinations.

- A third option is for the student to enroll in a community-college police-science course. In addition to providing much good academic knowledge, the course is frequently taught by a police officer from one of the local police departments. This contact may be very valuable in providing advance information about the civil-service examination. It may give the student ideas concerning what may be expected during the personnel investigations and interviews of the police department.

- A fourth option would be for the student to enter a four-year program majoring in a field such as criminology. Students in such a program would graduate at about the time that they would be old enough to become police officers. A degree will be almost a necessity to obtain certain administrative positions in police departments, or for employment in certain federal law enforcement or investigative agencies. Furthermore, the education would certainly help in the written examination.

- A fifth option used by many students in the past is to seek employment in private sectors until they are old enough to apply for the desired position. Some become reserve officers as soon as they reach the minimum age, with intention of obtaining the maximum amount of information in preparation for the police examinations.

With the possibility of all these options, what does the Public Service Occupations teacher do?

- The teacher should initially search for experiences or information relevant to avenues of obtaining employment on the police force. Many times extracurricular activities should be suggested and recommended. Police Explorers' Posts of the Boy Scouts should not be overlooked by students interested in becoming police officers. The Police

Explorers' Posts, sponsored by the police, will provide "ride alongs" for the cadets. Such clubs can provide contacts and openings for cadets enrolled in them, that are not available to other students.

- A second step is for the teacher to alert the students to programs of community colleges and four-year schools. This orientation will include physical, mental, and academic training. Students need to be informed that even though they may be college trained, they will still have to finish police academy training, although prior college training will probably make academy instruction easier for them. However, the academy serves more than a training purpose, since it is also a screening device, affording the Department an opportunity to evaluate recruits during mental, physical, and academic stresses.

Fire Departments

The fire department is another area in Public Service of particular interest to students. People who are 18 years of age are eligible to take the examination for fire fighters in most localities, although competition is intense. This needs to be pointed out to the students. It is also necessary that the students should be oriented concerning the academic content of the fire science curriculum at community colleges. This curriculum includes such stringent subjects as fire fighting procedures, chemistry, and physics of fire fighting, as well as the necessary stringent physical requirements.

Community relations departments of most fire departments are normally very cooperative in furnishing guest speakers, who are excellent sources of information for students seeking employment in this area.

Enlistment in a branch of the Armed Forces may be another excellent avenue to pursue for students who are interested in becoming fire fighters. The Armed Forces train many men in this field. As mentioned for the Police Department, preference points granted to veterans in civil-service examinations may well make the difference in gaining employment of this type.

Rescue Posts of the Boy Scouts' Explorers' Posts are the parallel for firefighters to the Police Explorers' Post, previously mentioned.

Members of Search and Rescue Posts have shown excellent records of obtaining positions with fire departments. There is tremendous competition for these jobs.

## PROGRAM COORDINATION FOR POST-SECONDARY EFFORTS

### Preparing Students for Immediate Work Entry

Many students in the Public Service Occupations classes may not immediately continue their education beyond high school. They need to be ready for entry-level Public Service work when they finish high school. Some of these students will be applying directly after graduation for entrance into the local police academy, or for fire-fighting inservice training.

The teacher needs to do everything possible to assist them in this transition. Such help begins with simple things such as having their names placed on the list for notification when there are job openings, and examinations are to be given. Previous Public Service examinations should be obtained, not to drill the students on the questions used, but to acquaint them with the format of the tests. The teacher should provide assignments to determine the students' basic skills. If deficiencies are found in some areas, the instructor should so inform the students. The teacher can suggest methods for them to improve their skills to a level where they will be able to compete for the careers that they want.

## Program Coordination with Community Colleges

Some of the students in the Public Service Occupations classes will want to continue their education beyond high school. The teacher should create an awareness in students of the opportunities to be found in community colleges.

However, if the articulation process is to be complete, the students must also understand that there are great differences to be found within community colleges. Some courses are transferable to a four-year school, while others are not. The student who states that he has no interest in going on to a four-year school may later change his mind, and be very unhappy. This will be particularly true if students discover at the beginning of their third year of college that they have spent the first two years in a nontransferable technical program. Obviously, the teacher needs to verify the status of each of the specific courses.

## Program Coordination Between Secondary and Post-Secondary Schools and Employing Agencies

The teacher also needs to know the quality of the program and the connections that the various programs have with the employing agencies.

Coordination of the curriculum in the Public Service Occupations class with other related curriculum is important. There should not be an excessive duplication of instructional material, yet many educationally disadvantaged students in Public Service classes will need developmental course-work to prepare them for community college programs.

The coordination problem is even greater in other areas, such as the recreation aide program. Some students have failed to pass civil service examinations because they did not know the rules of baseball. Normally such data are included in the curriculum taught in physical education classes at the secondary level. In some cases, curriculum voids can contribute to the student's losing a job opportunity. Many groups of Public Service workers must demonstrate a knowledge of first aid, which is also normally included in secondary physical education classes. These areas need to be articulated within the secondary school, as well as with the post-secondary institutions. The secondary school teachers and counselors need to know what course content has been included in previous civil service examinations, if they are to be in a position to properly evaluate and advise students.

Students in the Public Service Occupations class who wish to become social workers or social worker aides often have no idea of what the actual work entails. An introduction to social work, psychology, and sociology may be very helpful for these students. They should be provided with enough simulated experiences to get a "feel" for the work that they will encounter. This should include the frustrations as well as the rewards.

The semi-professional careers that are available in urban planning, administration aides, housing, are other areas that require special attention. Some paraprofessional programs may have different labels in different areas. A student with an AA degree as a psychiatric technician may find the best employment market in one area is an institution for the mentally disabled or retarded. Yet in another community, individuals with similar training and employment skills will have been trained in an institutional child-care program. Articulation of all of these programs with the Public Service Occupations class is no easy task. The secondary school officials must take the time to carefully obtain a listing of all the programs in their locality and maintain effective contact and communication with the directors of these programs.

## Program Coordination with Four Year Colleges

Four-year programs, in many respects, do not offer the same articulation problems as the paraprofessional programs in the two-year community colleges. The four-year schools have traditional systems that are well known and respected. The counselors will advise students who plan to attend four-year colleges on the entrance requirements and college expectations.

One of the most helpful activities which the Public Service Occupations teacher can do for academic students is to provide them with field experiences in their chosen areas. Most of the college programs do not offer the students a field experience until they are in the fourth or fifth year of college. It may prove very beneficial for the students to obtain this kind of experience while in high school. It may add depth of meaning to the college program and give the students a better idea of what they are training to become, as well as offer the possibility of supplementing their income while they are in college.

Again, the teacher needs to gain the expertise to evaluate the programs of the various colleges in the community. A knowledge of the school and faculty will also enable the instructor to give the students some idea of the academic work that will be required.

Credentials and licenses are another aspect that need to be examined. Obtaining a credential is a hurdle that all prospective teachers encounter. Public institutions which train teachers must have their curriculum approved and correlated with the State's credential requirements. Problems are most likely to develop for the students who plan to teach in other states, or who plan to attend private institutions after high school. Accreditation is a factor that must be brought to their attention.

Credentials and licenses are the end product of many training programs. A sound articulation program can eliminate most of the frustrations and disappointments for the graduates seeking to enter their chosen professions.

## CURRICULUM COORDINATION TECHNIQUES

The best place to start in developing a procedure for coordinating curriculum is to work with the local Advisory Committee. The Public Service practitioners are usually qualified to evaluate the Public Service training programs with post-secondary institutions. They know which curricula are doing the best job of preparing the students with marketable skills. After establishing the curriculum which should serve as a model, the secondary officials need to compare all of the curricula to see what common elements there are and what is missing in the more inferior programs. The Advisory Committee will undoubtedly provide valuable suggestions of its own as to what should and what should not be included in the Public Service curriculum at the secondary level.

The second step to be taken by the teacher is to contact the community college officials, obtain course outlines, and discuss coordination with the instructors of the programs. Only when the secondary school teachers understand the scope and sequence of the college program can the two curricula be so interrelated and interdependent that there will be no voids or excessive overlapping of material. Since no two college curricula are likely to be the same, secondary school officials must often take a "middle-of-the-road" approach, and the teacher should use the program which is most likely to be selected by the majority of the students. Then the instructor can prepare students for a specific program, yet be general enough so that other students enrolling in similar programs will not have too much difficulty in making the transition from secondary to post-secondary institutions.

The Advisory Committee or Area Articulation Committee, whichever is established, may be the instrument that provides the teacher with information for dissemination to students. It is difficult for the teacher planning a curriculum to leave the classroom to make and keep the necessary appointments, and obtain access to all of the program directors or instructors. A key committee member who works in a community college or agency can be of great help in making the necessary appointments for the teacher and assisting in the procurement of course outlines and other pertinent information, with consequent saving of time and avoidance of lost motion.

In addition to scanning the program texts, course outlines provide an excellent overview of courses. The teacher may thus obtain a good comprehension of what is expected of the students when they enroll in the college program.

Professional and trade organizations, and their professional or trade journals, provide another important means of articulating the program to the world of work. In addition to keeping the teacher abreast of developments, they are of interest to students.

## COMPILATION OF NEEDED INFORMATION BY THE TEACHER

### Entry Requirements

The Public Service teacher needs to compile, and maintain in a current state, much information and keep it available and usable to the students. Perhaps the most important information to have readily available for the students is a complete listing of entry requirements, not only into the careers of their choice, but also into the training programs for those careers.

### Personal Requirements

There are often special requirements that a student would not think to inquire about if they were not pointed out to him. Physical requirements such as age, height, weight, vision, and health, with psychological characteristics, all affect job placement. These facts need to be pointed out to the secondary students as they make their plans for the future.

## Competition

Another item that should be included in the information compiled is the intensity of competition for the various Public Service occupations. If possible, the teacher should assemble a file of previous examinations. If that is not feasible, the instructor could build a library of civil-service preparation books (such as those published by ARCO). These will provide students with an idea of the format and content of the examinations that they will have to take to obtain a position in Public Service.

## Academic Requirements

Program requirements are often different from institutional requirements for admission. For example, academic requirements may well require that the student should have certain mathematics or science courses in high school.

## Advanced Standing

Another articulation problem is determining whether or not a student will be able to enter the college with advanced standing because of prior Public Service training in high school. If transfer of credit is not available, students need to be informed of this at the time that they enroll in the secondary Public Service Program. If advanced standing is granted, that fact should be made known to prospective students.

Does the advanced standing constitute permission to enroll in advanced courses, or is it college credit for the Public Service course completed in high school? Would all of the students who completed the Public Service course in high school automatically qualify for the advanced college course, or would they have to pass qualifying tests? There appears to be no uniform procedure at this time.

## Institutional Requirements

Institutional requirements must also be considered early in secondary experience. Certain courses may be required for admission, and many colleges have deadlines for applying for admission. One of the first things that seniors in high school should do in addition to applying for admission is to register for, and take, the entrance requirements examination. This is most often the Scholastic Aptitude Test (SAT). Public Service students interested in college should also file a Family Financial Statement for consideration, together with their scholarship application.

The teachers of Public Service Occupations programs need to provide accurate and timely guidance about the deadlines, grade-point-averages required, and possible scholarship grants that are restricted to students entering Public Service occupations. Teachers and counselors need also to be aware of those scholarships which are limited to students who plan to attend only two years of college. This is an especially important point for teachers working primarily with disadvantaged students.

Many disadvantaged students do little planning for the future and may not value such a long-term career plan. These students need a great deal of encouragement to apply for the scholarships that are available for students entering Public Service occupational programs. Both the counselor and teacher need to take the time to encourage all students, but especially the disadvantaged students, to apply for these scholarships.

## Residence Requirements

Residence requirements need to be explained to the students in a well articulated program. The locality in which students reside determines those community colleges they are eligible to attend without paying tuition. It also determines whether or not the student may attend higher institutions without paying out-of-state tuition.

However, students seeking Public Service occupations need to understand one point. If a local community college does not offer the program desired, no tuition will normally be charged if the student does attend another community college that offers that program.

## Student Services

The area of student services is another factor that needs to be explained. The secondary school can assist students by informing them before they leave for college what resources will be available in terms of help. Counseling services need to be explained. If students have the initiative to seek out a counselor at the college level, they will most likely be directed to the best source of help on campus for their needs. Tutoring, financial assistance, clubs, and developmental programs are usually available, but too often the freshmen do not find out about them in time to benefit from their availability.

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